

DOCUMENT RESUME

ED 139 826

TM 006 319

AUTHOR Eckland, Bruce K.; Bailey, J. P., Jr.
TITLE National Longitudinal Study of the High School Class of 1972. A Capsule Description of Second Followup Survey Data. October 1974.

INSTITUTION National Center for Education Statistics (DHEW), Washington, D.C.; Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.

SPONS AGENCY Office of the Assistant Secretary for Education (DHEW), Washington, D.C.

REPORT NO NCES-77-265

PUB DATE 77

CONTRACT OEC-0-73-6666

NOTE 62p.; For related documents, see ED 097 368-372, ED 100 989, ED 103 452-453, ED 111 850, ED 120 202, and ED 120 251-252 ; Not available in hard copy due to small print of original

AVAILABLE FROM Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

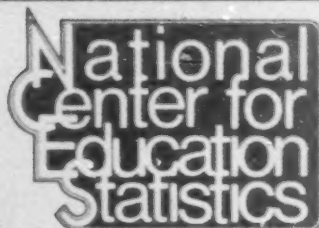
EDRS PRICE MF-\$0.83 Plus Postage. HC Not Available from EDRS.

DESCRIPTORS Data Analysis; Family Life; Family Mobility; *Followup Studies; *Graduate Surveys; High School Graduates; *Longitudinal Studies; *National Surveys; Occupational Surveys; Persistence; Post Secondary Education; Questionnaires; Racial Differences; Sex Differences; Voting; *Young Adults

IDENTIFIERS *National Longitudinal Study High School Class 1972

ABSTRACT

The National Longitudinal Study (NLS) is a long-term program designed to determine what happens to young adults after they leave high school, as measured by their subsequent educational and vocational activities, plans, aspirations, and attitude at various points in time. The second followup survey, which is reported here, began in October 1974 and ended in April 1975. There were 20,872 who completed a Second Follow-Up Questionnaire. Of those who completed the First Follow-Up Questionnaire, 94.6 percent also participated in the second followup survey. Statistics from both surveys were weighted to provide estimated values for the total population and were computed and tabulated for different subgroups classified by sex, race, socioeconomic status, academic ability, type of high school program, and region; and some two-way cross-tabulations of sex and race with each of the other variables have been done. Specifications of these classification variables are contained in Appendix A. The information presented in this capsule report is based mainly on the second followup and includes what the graduates are doing now, persistence in post-secondary education, participation in jobs, and family and community life. The Second Follow-Up Questionnaire is appended. (RC)



NATIONAL LONGITUDINAL STUDY of the High School Class of 1972

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

A Capsule Description of Second Followup Survey Data

October 1974

HIGHLIGHTS

The following estimates were derived from data provided by participants in the second followup survey of the National Longitudinal Study of the High School Class of 1972:

- The percentage of class of 1972 members attending postsecondary schools and colleges dropped from 55 to 40 percent between October 1972 and October 1974.
- Of those who entered a 4-year institution in 1972, 23 percent were no longer in school in October 1974. Of those who entered a 2-year college in 1972, 39 percent had dropped out of school altogether by October 1974, 24 percent had transferred to a 4-year institution, 23 percent were still enrolled in a 2-year college, and 13 percent had completed a program.
- About two-thirds of class of 1972 members were working at either full- or part-time jobs as of October 1974; about 6 percent were unemployed; and 27 percent were not in the labor force. Most of the latter group were either homemakers or attending college.
- Twice as many Blacks as Whites who were unemployed in October 1973 were still looking for work a year later.
- Only one in four of all employed persons had received formal education (not counting on-the-job training) to do the kind of work at which they were employed.
- As of October 1974, 17 percent of all males and 32 percent of all females were married, while 8 percent of men and 16 percent of the women had one or more children.
- A good marriage and family life was rated as a more important goal in life than any other goal, rising slightly in importance since 1972 when the respondents were still in high school. Nearly all other life goals had declined in importance. For example, the proportion of males placing a high value on "having lots of money" dropped from 26 percent in 1972 to 18 percent in 1974.
- Seventy percent of all persons were registered to vote at the time of the second followup survey. Registering to vote was far more closely associated with academic ability (as measured by test performance) than with either race or social class background.

NATIONAL LONGITUDINAL STUDY
of the High School Class of 1972

**A Capsule Description
of
Second Followup Survey Data
October 1974**

by
Bruce K. Eckland
J. P. Bailey, Jr.
Center for Educational Research and Evaluation
Research Triangle Institute
Research Triangle Park, North Carolina

Prepared under contract No. OEC-0-73-6666 with the Department of Health, Education, and Welfare, Education Division. Contractors undertaking such projects are encouraged to express freely their professional judgment. This report, therefore, does not necessarily represent positions or policies of the Education Division, and no official endorsement should be inferred.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Joseph A. Califano, Jr., *Secretary*

Education Division
Phillip E. Austin, *Acting Assistant Secretary for Education*

National Center for Education Statistics
Marie D. Eldridge, *Administrator*

NATIONAL CENTER FOR EDUCATION STATISTICS

"The purpose of the Center shall be to collect and disseminate statistics and other data related to education in the United States and in other nations. The Center shall . . . collect, collate, and, from time to time, report full and complete statistics on the conditions of education in the United States; conduct and publish reports on specialized analyses of the meaning and significance of such statistics; . . . and review and report on education activities in foreign countries."—Section 406(b) of the General Education Provisions Act, as amended (20 U.S.C. 1221e-1).

U.S. GOVERNMENT PRINTING OFFICE
WASHINGTON: 1977

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C. 20402 - Price \$

FOREWORD

The National Longitudinal Study of the High School Class of 1972 (NLS) was designed to provide an ongoing and updated data base containing statistics on a national sample of seniors as they move out of the American high school system into the critical years of early adulthood. It began with a group-administered survey of these young adults conducted in spring 1972 prior to their leaving high school. This was followed by a series of periodic mail and personal interview followup surveys. The first followup survey was conducted during the period October 1973–April 1974, and the second was conducted a year later during the period October 1974–April 1975. The purpose of these surveys was to obtain information about the basic educational and vocational activities of young adults in October 1972, October 1973, and October 1974, and their continuing or revised plans, aspirations, and attitudes. The data collected from the in-school and followup surveys have been merged and processed. Preliminary results are being presented in a series of reports, designed to highlight selected findings in educational, career, and occupational development.

This report (one in the series), taken from the analysis of responses to the survey, is a summary of some descriptive information about the education, work, and family and community activities of these young adults since leaving high school. There is a concentration on persistence in education and participation in jobs because, among the many other issues which could be addressed with the NLS data, these factors seem to have the most pervasive, important, and meaningful impact on the lives of young adults. The family and community life focus rounds out this descriptive summary of these young adults as they move into the American mainstream.

Many details are not included in this report since its purpose is to highlight and release some of the preliminary findings. Readers who are interested in more complete statistics should refer to the Tabular Summary of First Followup Questionnaire Data (S/N 017-080-01647-8) and Tabular Summary of Second Followup Questionnaire Data (to be published in ERIC). Both summaries contain weighted percentage tabulations of responses to all questions for the total and 92 important subgroups.

Marjorie O. Chandler, Director
Division of Statistical Information
and Studies

Elmer F. Collins, Chief
Statistical Analysis Branch

CONTENTS

	<i>Page</i>
Foreword	iii
Acknowledgments	vii
Introduction	1
What Are They Doing Now?	3
Persistence in Postsecondary Education	5
Four-Year College Entrants	5
Two-Year College Entrants	7
Satisfaction With Education	7
Participation in Jobs	10
Occupational Status	10
Looking for Work	11
Training for Work	12
Family and Community Life	13
Marriage and Children	13
Residential Mobility	13
Voting Behavior	14
Life Goals	15
Survey Error	17
Appendixes:	
A.—Specification of Classification Variables	20
B.—Reproduction of Second Follow-Up Questionnaire	23

FIGURES

1.—Enrollment in school or college, by race	5
2.—Retention in 4-year institutions, by race and sex	6

3.—Dropouts from 4-year colleges, by social class	6
4.—Dropouts from 2-year colleges, by social class	8
5.—Satisfaction with counseling and job placement, by ability	9
6.—Percent ever voted in an election, by race and ability	15

TABLES

1.—Activity status, by race and sex	3
2.—Outcomes of 2-year college entrants, by race and sex	7
3.—Satisfaction with education	8
4.—Occupational status, by sex and race	10
5.—Unemployment between 1973 and 1974, by sex and race	11
6.—Unemployment between 1973 and 1974, by region	12
7.—Percent with children, by race and ability	13
8.—Reasons for moving, by sex	14
9.—Life goals in 1972 and 1974, by sex	16
10.—Generalized approximate standard errors (in percentage points) of estimated percentages	18

ACKNOWLEDGMENTS

Many people generously contributed to the design and development of the second followup survey of the National Longitudinal Study of the High School Class of 1972 (NLS). Unfortunately, it is not possible to list the names of all those who helped plan and carry out the study, and an apology is due to those whose names have been omitted.

During this phase of the NLS, a group of prominent educational administrators and researchers gave valuable advice regarding the progress, priorities, and purposes of the study at a planning conference held on 22 and 23 April 1974. Participants at this conference included:

Karl Alexander, Johns Hopkins University

Jerald Bachman, University of Michigan

Angus Campbell, University of Michigan

Anne Cleary, College Entrance Examination Board

Susan Gray, George Peabody College for Teachers

Watts Hill, Jr., Home Security Life Insurance Company

Thomas Hilton, Educational Testing Service

Walter Howard, Texas Education Agency

Hugh Lane, National Scholarship Fund for Negro Students

Robert Mautz, State University System of Florida

John O'Neill, Westinghouse Learning Corporation

William Sewell, University of Wisconsin

Donald Super, Columbia University

Among the representatives from Federal Government agencies at this conference were:

Robert Berls, Office of Planning, Budgeting, and Evaluation, USOE

Leroy Cornelsen, Bureau of Occupational and Adult Education, USOE

Emmett Fleming, Office of Planning, Budgeting, and Evaluation, USOE

Kenneth Hoyt, Office of Career Education, USOE

William Hubbard, Bureau of Postsecondary Education, USOE

Teresa Levitan, National Institute of Education

Mary Lovell, Bureau of Occupational and Adult Education, USOE

Robert Mangold, Bureau of the Census

Carlyle Maw, National Institute of Education

Alison Wolfe, National Institute of Education

G. Dunteman and L. MacGillivray of the Research Triangle Institute (RTI) had primary responsibility for the development of the Second Follow-up Questionnaire. They were greatly assisted in this task by B. Eckland, University of North Carolina, and guided throughout by the advice of a users committee consisting of National Center for Education Statistics (NCES) personnel and representatives from various governmental organizations. The composition of this committee has varied somewhat over time; persons providing assistance in Second Follow-Up Questionnaire development, directly or through their representatives, include the following: W. Gescheider and W. Hubbard (Bureau of Postsecondary Education, USOE); R. Berls, S. Corrallo, and E. Fleming (Office of Planning, Budgeting, and Evaluation, USOE); L. Cornelsen and M. (Lovell) Straser (Bureau of Occupational and Adult Education, USOE); and R. Mangold and G. Russell (Bureau of the Census).

The second followup survey was conducted under the leadership of E. Collins, the NCES Project Officer, and J. Bailey, Jr., the Project Director for the survey's prime contractor, RTI.

D. King of RTI was responsible for receipt control, editing, and keying operations; R. Thornton and J. Levinsohn, also of RTI, directed data processing and tape development activities.

A final word of acknowledgment and an expression of gratitude is due to the more than 20,000 young adults who took the time and effort to provide us with comprehensive, detailed information about their lives.

INTRODUCTION

The National Longitudinal Study (NLS) is a long-term program designed to determine what happens to young people after they leave high school, as measured by their subsequent educational and vocational activities, plans, aspirations, and attitudes at various points in time. From these individual histories, one will be able to relate this information to each set of prior experiences as well as to personal and biographical characteristics. The ultimate purpose of NLS is to gain better insights into the development of students as they pass through the American educational system and to develop an understanding of the complexity of factors associated with individual educational and career outcomes.

Following an extensive period of planning, which included the design and field test of survey instrumentation and procedures, the full-scale study was initiated in spring 1972. The sample design provided for the selection of over 21,000 seniors from 1,200 high schools. The resulting sample of nearly 18,000 seniors from more than 1,000 public, private, and church-affiliated high schools provided varying response rates for individual base-year data collection forms. Each participating student was expected to complete a Student Questionnaire and to take a 69-minute test battery. Survey administrators were asked to fill out a record information form for each student, as well as a School Questionnaire which provided information about the school's programs, resources, and grading system. In addition, school counselors completed a special questionnaire designed to provide data about their training and experience. The base-year survey's key form, the Student Questionnaire, was completed by 16,683 seniors.

The first followup survey began in October 1973 and ended in April 1974. Added to the base-year sample were more than 4,450 seniors from the class of 1972 in about 250 additional schools that had been unable to participate earlier, as well as over 1,000 students who had been classified as base-year nonparticipants. This brought the total first followup sample to more than 23,000 potential respondents. There were 21,350 sample members who completed a First Follow-Up Questionnaire, 69 percent by mail

and 31 percent by personal interview. Of the 16,683 seniors who completed a Student Questionnaire, 15,635 took part in the first followup survey—a sample retention rate of 93.7 percent.

The second followup survey began in October 1974, when forms were sent to 22,364 potential respondents, and ended in April 1975. There were 20,872 who completed a Second Follow-Up Questionnaire, 72 percent by mail and 28 percent by personal interview. Of the 21,350 persons who completed a First Follow-Up Questionnaire, 20,194 (94.6 percent) also participated in the second followup survey.

The sample statistics of both First and Second Follow-Up Questionnaire responses were weighted to provide estimated values for the total population. Weighted estimates also have been computed and tabulated for different subgroups classified by sex, race, socioeconomic status (SES), academic ability, type of high school program, and region; and some two-way cross-tabulations of sex and race with each of the other variables have been done. Specifications of these classification variables can be found in appendix A.

Locating sample members and obtaining responses by mail or personal interview in a longitudinal survey of this size is complex and time consuming. In both the first and second followups, the data collection activities required over 6 months. For this reason most of the information gathered pertaining to jobs, schooling, and family life was keyed to specific points in time. In the first followup, these were the first week of October 1972 or just 4 months after most of the seniors had graduated from high school, and the first week of October 1973, a year later. In the second followup, most questions were keyed to the first week of October 1974.

The information presented in this capsule report is based mainly on the second followup and, thus, generally refers to the October 1974 date. However, some statistics have been analyzed in relation to the first followup dates (such as in the section of persis-

tence in college) and thereby make use of the longitudinal nature of the survey.¹ The significance of

¹Estimates in this report reflect special efforts to reduce the amount of missing data on activity states and classification variables, hence, they may vary somewhat from previously reported estimates regarding prior surveys.

these findings, and of other followup statistics not discussed in this report, will be greatly enhanced when they are analyzed in more detail and in relation to the base-year data as well. Indepth analysis of this kind is in progress and will be presented in subsequent reports.

WHAT ARE THEY DOING NOW?

The first item that appeared in the Second Follow-Up Questionnaire asked "What were you doing the first week of October 1974?" Respondents were instructed to check as many categories as applied from a list of precoded activity states. A comparison of the major activities of all respondents reported for October 1974 and respondent activity state variables developed from items in the First Follow-Up Questionnaire revealed the following:

- Whereas in October 1973, an estimated 65 percent of the class of 1972 were employed in full- or part-time jobs; only slightly more, 68 per-

cent, were working for pay a year later in October 1974.

- Among those not holding jobs in October 1973, one out of five was looking for work. The proportion remained unchanged in October 1974.
- The percent enrolled in some kind of postsecondary school or college dropped substantially, from 45 percent in fall 1973 to 40 percent by fall 1974.

As noted in table 1, there are some sizable race and sex differences as well as similarities in the 1974 responses. For instance, most males and females were

Table 1.—October 1974 activities states, by race and sex*

Activity states in October 1974	Males			Females			All* persons
	Whites	Blacks	Hispanics	Whites	Blacks	Hispanics	
Percent in activity							
Working for pay at a full- or part-time job	73	71	79	63	59	62	68
Taking academic courses at a 2- or 4-year college	38	26	27	33	29	23	34
Taking vocational or technical courses at any kind of school or college	6	6	6	5	6	5	6
On active duty in the Armed Forces	8	15	10	1	1	0.4	5
Homemaker	1	0.4	2	29	25	33	15
Temporary layoff from work, looking for work, or waiting to report to work	5	11	8	5	11	7	6
Other	4	3	2	4	4	4	4
Number							
Respondents	8,036	1,218	450	8,052	1,640	451	20,857

*Since some respondents indicated more than one activity, column totals do not add to 100 percent.

**Includes American Indians, Asian Americans, and other ethnic groups, as well as persons not classifiable by ethnic group membership or sex.

employed in October 1974, although the rates for males were uniformly higher within each race.

While only an estimated six percent of the class of 1972 were enrolled in vocational or technical courses in 1974, many more were still taking academic courses. The latter varied considerably though across groups. Within both sexes, the rates of attendance in academic programs were substantially higher for Whites than for either Blacks or Hispanics. Within races, males had slightly higher rates of attendance, except among Blacks where the rate was slightly higher for females.

Not surprisingly, the most pronounced sex differences in basic activities were in the military service and homemaker categories. Among males, proportionately, about twice as many Blacks as Whites were on active duty in the Armed Forces in 1974. On the other hand, among women, Blacks were less likely than others to classify themselves as homemakers.

Unemployment rates were twice as high for Blacks as for Whites; this was true for both men and women. Unemployment was higher for Hispanics than for Whites, but not as high for Blacks.

In summary, both Hispanic and Black males, 2 years after high school, differed from White males mainly in regard to college attendance (lower than average rates in academic programs), military service (disproportionately high numbers on active duty), and unemployment (again, higher than average rates). Among the females, Hispanics had the lowest rates of college attendance, while Blacks were more frequently unemployed. Other than military service and homemaking, the activities of women differed from those of men mainly in terms of college attendance (except for Blacks, slightly lower rates) and participation in the labor force (fewer working for pay). In the following section a more detailed examination of some of these findings is provided.

PERSISTENCE IN POSTSECONDARY EDUCATION

The percentage of students attending some kind of postsecondary school or college dropped from about 55 percent in October 1972 to 46 percent in October 1973 to 40 percent in October 1974. As figure 1 shows, the rate of drop in enrollment was about the same for Whites, Blacks, and Hispanics.

The remainder of this section reports some basic statistics about the students who entered college in fall 1972 and who persisted through October 1974. After graduation from high school, an estimated 30 percent of the class of 1972 entered 4-year colleges in fall 1972 and about 15 percent enrolled in either vocational or academic programs in 2-year colleges. An additional 8 percent were in vocational or technical programs in a variety of other settings at that time.

FOUR-YEAR COLLEGE ENTRANTS

Of those who entered 4-year institutions in 1972, 81 percent were still enrolled a year later in October 1973, 3 percent had transferred to 2-year colleges, and 15 percent had dropped out. By October 1974,

74 percent of the original group were still enrolled in 4-year institutions (including some who had re-entered), 3 percent were attending 2-year colleges, and 23 percent were no longer in school.

The retention rates in 4-year institutions varied more by race than by sex (see figure 2). Among Whites who entered college in 1972, 74 percent of both males and females were still attending 4-year institutions in 1974. Among Blacks, the rates for males and females were 69 and 71 percent, respectively. Fewer Hispanics—67 percent of the males and 65 percent of the females—were persisters. The largest percentage differences within both sexes were between Hispanics and Whites.

Social class, which may in part account for some of the above differences, also was related to college persistence. Grouping the students who entered 4-year colleges in 1972 on a composite index of socioeconomic status (SES) resulted in dropout rates by SES quartiles as follows: 32 percent in the lowest quartile, 27 percent in the middle two quartiles, and 18 percent in the highest quartile (see figure 3).

Figure 1.—Enrollment in school or college, by race

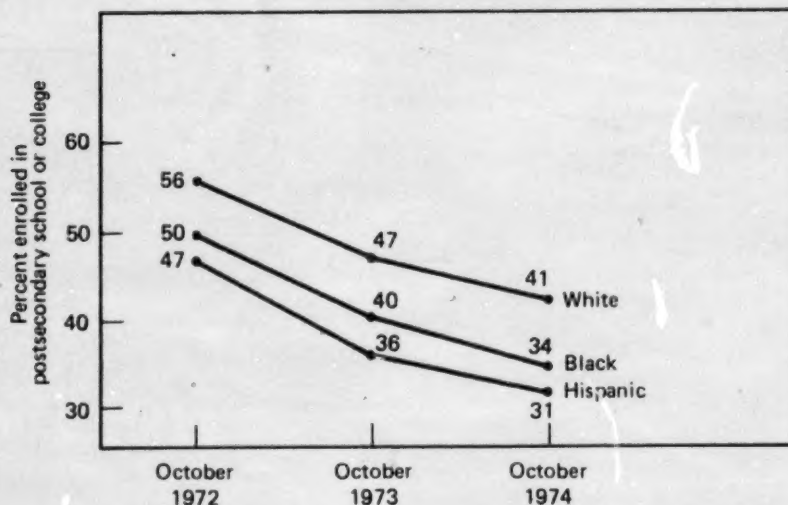


Figure 2.—Retention in 4-year institutions, by race and sex

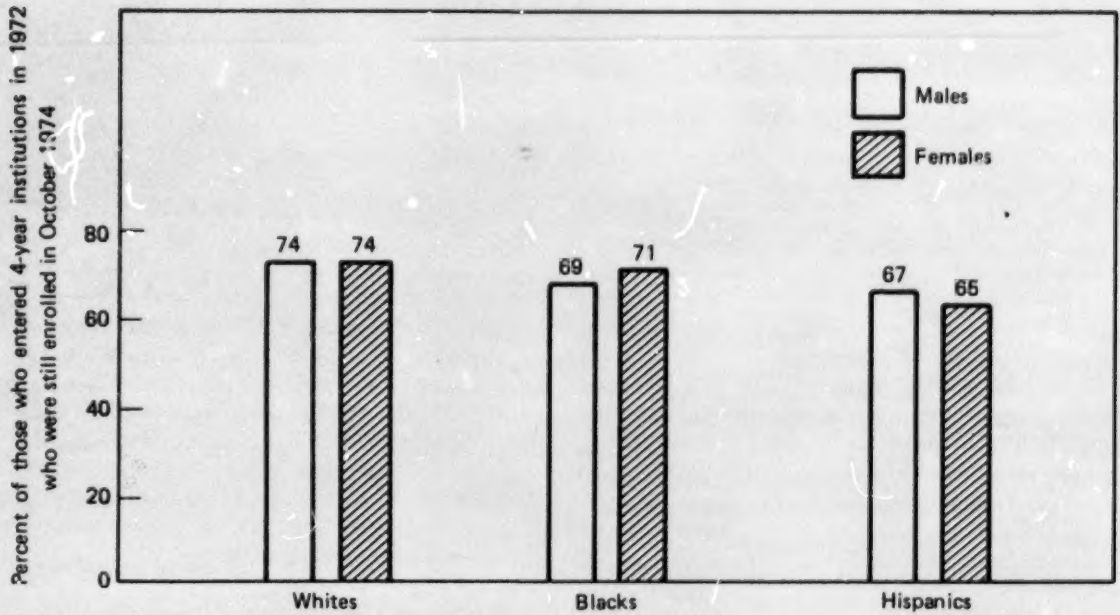
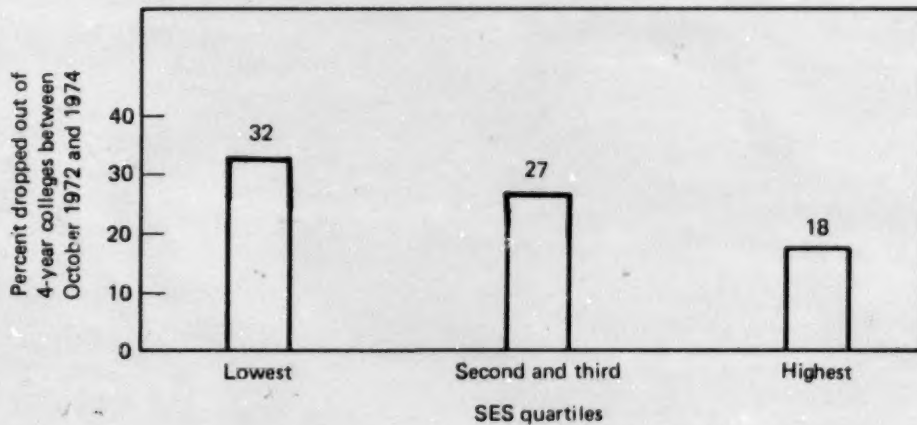


Figure 3.—Dropouts from 4-year colleges, by social class



TWO-YEAR COLLEGE ENTRANTS

Dropout rates were almost twice as high for those who entered 2-year institutions in fall 1972 than for those who had entered 4-year colleges. By October 1973, 1 percent had completed their course of study, 63 percent were still enrolled in a 2-year institution, 6 percent had transferred to a 4-year college, and 30 percent had dropped out of school. By October 1974, only 13 percent of the original group had completed their programs, whereas 23 percent were still attending a 2-year institution, 24 percent had transferred and were now enrolled at a 4-year college, and 39 percent had left school without completing their studies.

The attendance pattern for 2-year college entrants obviously was more complicated than that for 4-year entrants because some students were in terminal programs which they completed while others transferred to 4-year institutions. The outcome percentages by race and sex for those who entered a 2-year postsecondary school or college in fall 1972 are presented in table 2. Students again were classified in terms of whether they had completed a terminal program by October 1974, were still enrolled in a 2-year institution, had transferred and were now enrolled in a 4-year college, or had dropped out of school altogether.

Two major sex differences appear in table 2. First, more White and Hispanic females than males tended

to complete their 2-year programs. Second, among Blacks, substantially more women than men were still enrolled in 2-year institutions (27 versus 16 percent) while more men than women had dropped out of school (54 versus 44 percent).

Race differences in table 2 are more marked. Hispanics were much less likely than Whites either to have completed their course of study or to have transferred to a 4-year college, and were more likely than Whites to still be enrolled in a 2-year institution. Blacks generally fell between these groups, with one exception: Black males had the highest dropout rates of all groups, 54 percent.

Again social class may explain these differences to some extent. By SES quartile, the dropout rates among students who entered 2-year colleges were: 47 percent for the lowest quartile, 40 percent for the middle two quartiles, and 33 percent for the highest quartile (see figure 4, page 8).

SATISFACTION WITH EDUCATION

Most respondents were satisfied with the education or training they had received over the past year (see table 3). Only about one in ten was dissatisfied with his intellectual growth, the development of work skills, or the quality of teachers, school facilities, and cultural activities. Slightly more were dissatisfied with

Table 2.—Outcomes of 2-year college entrants, by race and sex

Educational status as of October 1974	Whites		Blacks		Hispanics		All 2-year entrants*
	Males	Females	Males	Females	Males	Females	
Percent enrolled							
TOTALS	100	100	100	100	100	100	100
Completed program	11	18	14	10	5	9	13
Still enrolled in a 2-year institution	24	20	16	27	38	40	23
Transferred to a 4-year college	27	25	16	20	11	7	24
Dropped out of school	39	37	54	44	47	45	39
Number							
Respondents	1,244	1,135	135	178	102	83	2,918

*Includes American Indians, Asian Americans, and other ethnic groups, as well as persons not classified by ethnic group membership or sex.

their course curriculum and the social and intellectual life of the schools or colleges they attended. Most dissatisfaction, about one in five students, was expressed against the kind of counseling or job-placement aid received (or not received).

Sex and race differences on this question were not particularly marked, although females were uniformly more satisfied than males with every aspect of their postsecondary education. Blacks and Whites differed very little, and there was no definitive pattern to the results.

Figure 4.—Dropouts from 2-year colleges, by SES

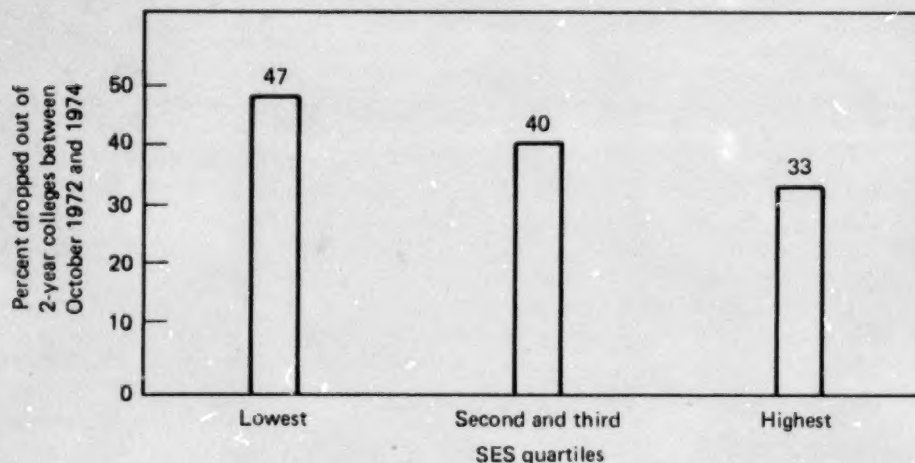


Table 3.—Satisfaction with education*

Item	Total	Satisfied	Neutral	Dissatisfied
Percent responding				
My intellectual growth	100	83	9	8
The ability, knowledge, and personal qualities of most teachers	100	80	9	11
Development of my work skills	100	75	13	12
The buildings, library, equipment, etc.	100	73	15	12
Course curriculum	100	72	12	16
The social life	100	65	20	15
The intellectual life of the school	100	56	30	14
Cultural activities, music, art, drama, etc.	100	50	28	12
Counseling or job placement	100	32	47	21

*The question asked, "With regard to your education and training during the past year, how *satisfied* as a whole are you with the following?" The original response categories were "Very satisfied," "Somewhat satisfied," "Neutral or no opinion," "Somewhat dissatisfied," and "Very dissatisfied." The number of respondents upon which the percentages in this table are based varies from 10,148 to 10,236.

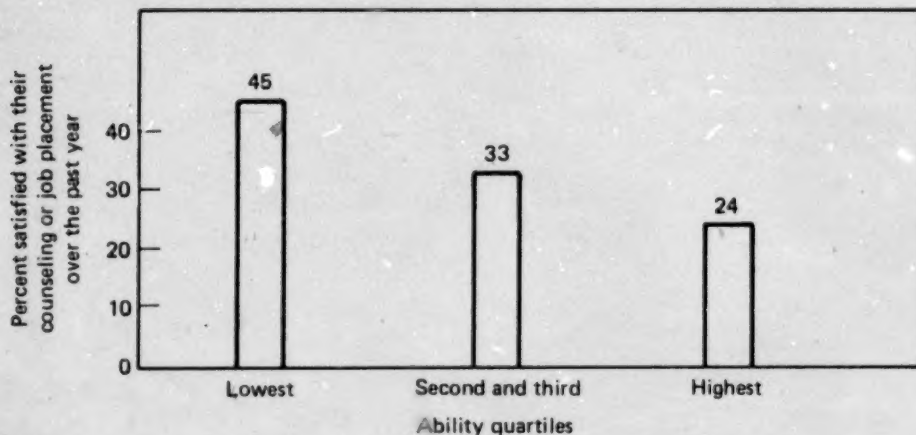
Returning to the item on counseling or job placement, not only were respondents least satisfied with this area of the educational experience but the level of satisfaction expressed seemed to be related more to the academic ability of the respondents than to any other factor examined in this analysis. Only 24 percent of the respondents in the highest ability quartile compared to 45 percent of those in the lowest quartile were satisfied with the counseling or job-placement aid provided by their school or college. (See figure 5.)

This finding lends itself to several interpretations. It could be that students with lower academic abilities (and who presumably would be having more difficulty in school) indeed were receiving counseling, while others tend to be ignored. It may be, however,

that the more able students were less likely to seek out help or advice (if they did not need it) and therefore had nothing about which to be either satisfied or dissatisfied. The data tend to support the latter interpretation: 54 percent of the high ability students were neutral or had no opinion on this item as compared to 36 percent and 46 percent for those in the low and middle ability quartiles.

High and low ability students actually differed very little in terms of being *dissatisfied* with their counseling or job placement. The figures were 22 and 19 percent, respectively, for those in the upper and lower quartiles. Thus, the low positive response of higher ability students on this item partly reflects the fact that many more of them simply were neutral or had no opinion on the subject.

Figure 5.—Satisfaction with counseling and job placement, by ability



PARTICIPATION IN JOBS

It was mentioned earlier that an estimated 68 percent of the class of 1972 were working at either full- or part-time jobs as of October 1974. In addition, 6 percent were looking for work on temporary layoff or waiting to report to work. The remainder (about 27 percent), who were either homemakers or attending college, were not in the labor force. This section reports the occupational status and movement of individuals in and out of jobs and where they received their training.

OCCUPATIONAL STATUS

The following material on occupational status applies to all persons in the labor force irrespective of their student status or whether they were working full or part time. It should be noted that some of the findings, such as the relatively low percentage of per-

sons employed in professional and managerial positions (9 percent of the workers), reflects both the fact that many of the job holders in these tabulations were combining their college studies with work and that others not included in the tabulations were full-time students who in a few years would obtain the kinds of credentials that could qualify them for higher-status jobs. As a consequence, the distribution of the total sample across occupational categories is probably of less interest than a comparison of the distributions for different race-by-sex subgroups.

Table 4 shows that for both males and females Blacks and Hispanics tended to be underrepresented in professional and managerial jobs. Looking only at the males, Blacks and Hispanics also tended to be somewhat underrepresented in the skilled trades (craftsmen), while Hispanics were overrepresented in clerical and sales jobs; Blacks, as noted earlier in this report, were markedly overrepresented in the military

Table 4.—Occupational status, by sex and race

Occupational status as of October 1974	Males			Females			All workers*
	Whites	Blacks	Hispanics	Whites	Blacks	Hispanics	
Percent employed							
TOTALS	100	100	100	100	100	100	100
Professional and managerial	11	6	8	8	5	5	9
Clerical and sales	15	16	20	58	55	68	35
Craftsmen	19	13	14	2	2	3	11
Operators, service workers, farmers, and laborers	45	49	48	30	36	24	39
Military service	10	17	10	1	1	0.4	6
Number							
Respondents	5,927	857	358	5,103	927	278	14,128

*Includes American Indians, Asian Americans, and other ethnic groups as well as persons not classified by ethnic group membership or sex.

service. The most notable race difference for females was the disproportionately high number of Hispanics in clerical and sales jobs.

Sex differences in occupational status were much larger than the race differences just mentioned. Within all races, young women were working predominantly in traditionally "female" occupations, i.e., clerical and sales (see table 4). All other major occupational categories in the tabulations showed lower proportions of women than men.

LOOKING FOR WORK

The general pattern of movement of individuals in and out of the labor market between 1973 and 1974 may be described as follows: Of those working in October 1973, 70 percent were still working as of October 1974, 5 percent became unemployed, and 25 percent had dropped out of the labor force. Of those looking for work in October 1973, 49 percent had found work by October 1974, 12 percent were still unemployed, and 39 percent had dropped out of the labor force.

Thus, while the proportion of the total weighted sample classified as unemployed was not very large in either 1973 or 1974, only about one in ten of those unemployed in October 1973 remained unemployed in October 1974. On the other hand, only about one-

half found jobs a year later. The majority of those who were unemployed in 1973 and did not find work by October 1974 had dropped out of the labor force; they either entered a college or other postsecondary institution or became homemakers.

Of those looking for work in October 1973, 56 percent of the males as compared to 44 percent of the females were employed in October 1974, while 14 percent and 11 percent, respectively, were still looking for work (see table 5). In contrast, 30 percent of the males and 45 percent of the females who were seeking employment in 1973 were neither employed nor looking for work in October 1974. This sex difference was due almost entirely to the women who became homemakers between 1973 and 1974 and thus were no longer in the labor force.

Blacks unemployed in October 1973 were less likely than either unemployed Whites or Hispanics to be employed in October 1974 (see table 5). As compared to Whites, about twice as many Blacks as well as Hispanics were still looking for work in 1974. More Blacks than Hispanics had dropped out of the labor force during the year.

In October 1973, the unemployment rates did not vary greatly by region: Of all respondents looking for work, there were 6 percent in the Northeast, 5 percent in the North Central, 6 percent in the South, and 7 percent in the West. When classified by region, as shown in table 6, the percent of persons unemployed in 1973 showed no marked change in 1974.

Table 5.—Unemployment between 1973 and 1974, by sex and race

Employment status in October 1974	Unemployed persons in October 1973					All persons*
	Sex		Race			
	Males	Females	Whites	Blacks	Hispanics	
In percent						
TOTALS	100	100	100	100	100	100
Working at a full- or part-time job	56	44	53	42	52	49
Unemployed (looking for work, etc.)	14	11	9	18	19	12
Not in the labor force	30	45	38	40	29	39
Number						
Respondents	608	783	834	380	92	1,391

*Includes American Indians, Asian Americans, and other ethnic groups as well as persons not classified by ethnic group membership or sex.

Table 6.—Unemployment between 1973 and 1974, by region

Employment status in October 1974	Unemployed persons in October 1973				
	Northeast	North Central	South	West	All persons*
In percent					
TOTALS	100	100	100	100	100
Working at a full- or part-time job	46	51	48	51	49
Unemployed (looking for work, etc.) . .	13	10	13	12	12
Not in the labor force	41	39	39	37	39
Number					
Respondents	303	292	491	305	1,391

*Includes American Indians, Asian Americans, and other ethnic groups as well as persons not classified by ethnic group membership or sex.

TRAINING FOR WORK

Only an estimated 25 percent of the class of 1972 who were employed the first week of October 1974 had received formal instruction (not counting on-the-job training) to do the kind of work in which they were then employed. There were no marked differences across subgroups such as race and sex, except in the case of high school curriculum. Both men and women who had been in a vocational-technical program were more likely than those enrolled in either an academic or a general program to have received formal instruction for the kind of work they were doing. The total percent for those in vocational programs were 32, for academic, 23 and for general high school, 23.

When asked "Where did you receive this training?" a majority indicated a high school or a postsecondary vocational-technical school (34 and 29 percent, respectively). An additional 12 percent listed a junior

or community college, 10 percent listed a 4-year college or university, 17 percent mentioned military service, and 18 percent gave other answers. The rather low percentage who listed either 2- or 4-year colleges could have but did not necessarily reflect upon the nature of the relationship between higher education and work careers. At the time of the second followup when these data were gathered, many students were still pursuing their courses of study.

Most persons who had received formal instruction for their jobs generally found it relevant to the kind of work they actually did. For example, 71 percent thought that they were able to apply most of what they had learned in school on their job and 75 percent considered going to school and getting the training a wise choice. In contrast, 31 percent said they could have gotten their jobs without the training, and 34 percent claimed they received training different from the instructions given on the job.

FAMILY AND COMMUNITY LIFE

This section of the report presents statistical findings on various aspects of family and community life that focuses, as in previous sections, on sex and race differences when pertinent, and may be of general interest.

MARRIAGE AND CHILDREN

Consistent with past research, women tended to marry earlier than men. As of October 1974, 17 percent of the males compared to 32 percent of the females were married. An additional 1 percent were divorced and 3 percent were widowed or separated.

The highest percent "ever married," 24 percent of the males and 43 percent of the females, was among Hispanics. On the other hand, more White females than Black females were (or had been) married as of October 1974, 55 percent versus 29 percent. In contrast, the rates for Black and White males were identical, 18 percent in each group.

About one out of ten from the senior class of 1972 had had the first child by October 1974. Sex differences in birth rates, as in early marriage, were quite sizable. For example, women (16 percent) had one or more children, compared to 8 percent of the men. This pattern was found for all races.

Race differences in birth rates were even more marked. For both males and females, about three

times as many Blacks as Whites had children. Among females, those with children were: 13 percent Whites, 35 percent Blacks, and 24 percent Hispanics. Among males, these figures were 6, 21, and 13 percent, respectively. Given the depressant effects alone that both early marriage and childbearing have on an individual's life chances (as shown in past studies), may help explain the lower levels of achievement and attainment among certain minority groups, particularly in postsecondary education.

Race differences in birth rates also appeared to be partly but not entirely a function of difference in ability, as measured by a composite academic ability index derived from a battery of tests administered when the respondents were still in high school. Controlling for ability, a fairly strong Black-White differential in the percent with children remained in the lowest and middle ability quartiles, but disappeared entirely in the upper quartile (see table 7). In the high ability quartile, only 5 percent of the Whites and 4 percent of the Blacks had children at this stage in their lives.

RESIDENTIAL MOBILITY

One out of four respondents had moved between October 1973 and October 1974, i.e., they were no longer living in the same city or community. Nearly

Table 7.—Percent with children, by race and ability

Race	Ability quartile			All persons**
	Lowest	Second and third	Highest	
Whites	15 (2,080)*	10 (5,156)	5 (3,504)	10 (14,858)
Blacks	33 (1,076)	22 (469)	4 (61)	29 (2,569)
Hispanics	19 (354)	15 (211)	9 (32)	18 (825)

*Figures in parentheses indicate the number of respondents upon which percentages are based.

**Includes persons not classifiable by ability.

half of these moves, 52 percent, were within 100 miles of the original place of residence. Though males tended to move longer distances than females (probably a function of military service), the frequency of their moves were nearly the same. Differences between races, as well as between regions, were generally negligible with respect to both the frequency and distance of moves.

Reasons given for moving also did not vary markedly by either region or race. However, they did vary by sex in two not surprising ways (see table 8). While men were about twice as likely as women to have moved for reasons related to their employment (often military moves), women were nearly three times more likely than men to relocate in order to follow their parents or spouse to a new location.

Table 8.—Reasons for moving, by sex

Reasons given for moving between October 1973 and October 1974	Sex		All movers
	Males	Females	
	Percent responding		
TOTALS	100	100	100
Job or job-related reasons, including military service	38	17	27
Schooling or educationally related reasons. . . .	33	31	32
Moved because parents or spouse had relocated	10	29	20
Better environment	7	9	8
All other reasons	12	15	13
	Number		
Respondents	2,583	2,824	5,419

*Includes persons not classifiable by sex.

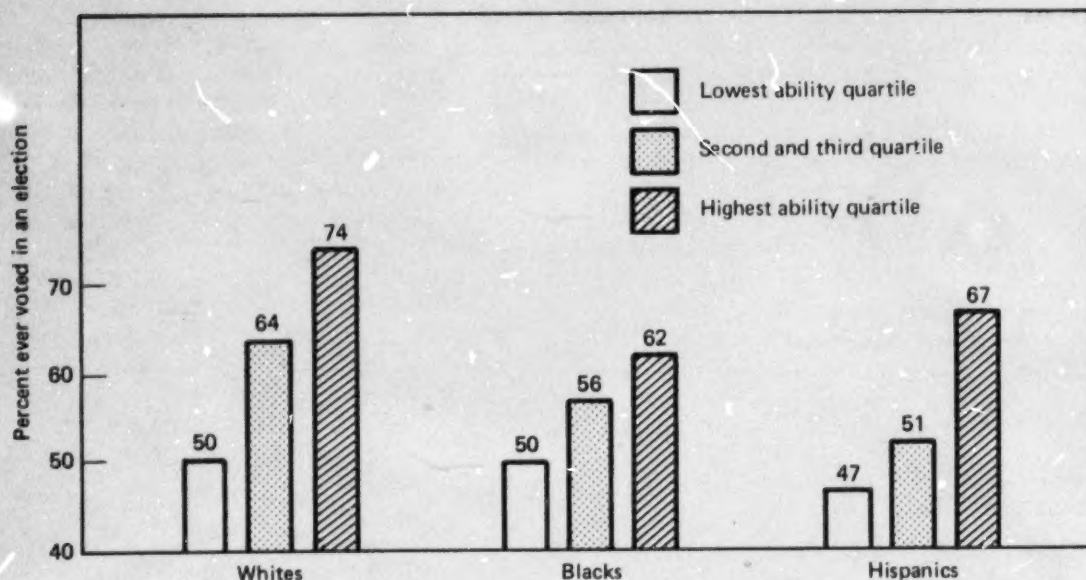
VOTING BEHAVIOR

Figures on voter registration and voting behavior are reported in this section. Seventy percent of both males and females were registered to vote at the time of the survey. Somewhat fewer, 63 percent of the males and 60 percent of the females, had actually voted in a local, State, or national election prior to October 1974.

Differences in voter registration and in voting behavior appear to be more a function of ability and social class background than of race. For

example, among Whites, 50 percent of those in the lowest ability quartile compared to 74 percent in the highest quartile had voted in an election (see figure 6). Among Blacks, the statistics were 50 percent versus 62 percent, while among Hispanics they were 47 versus 67 percent. Thus, in the lowest ability quartile, there essentially was no race difference; although in the highest quartile, Whites were somewhat more likely than either Blacks or Hispanics to exercise their right to vote. These differences, however, are consistently smaller than those found between ability groups.

Figure 6.—Percent ever voted in an election, by race and ability



LIFE GOALS

This section focuses on sex differences and changes in the perception of life goals between 1972 and 1974. Both in the base-year survey and in the second followup, respondents were asked, "How important is each of the following to you in your life?" Ten goals were listed (12 in the followup), with the options being "very important," "somewhat important," and "not important." In table 9, the goals have been regrouped according to whether they were judged as more important by the men, by the women, or about the same by men and women in 1974.

In 1974 finding the right person to marry and having a happy family life was rated by both men (83 percent) and women (87 percent) as being the most important goal on the list. This goal was ranked first also by the women (but not by the men) in 1972 when the respondents were still in high school. At that time, being successful in one's line of work and being steadily employed were thought to be more important to the men. Interestingly, between 1972 and 1974 the only goals on the list to increase in importance concerned marriage, family life, and living close to one's relatives. The percentage increases were modest but consistent for both males and females. All other life goals dropped in importance, some quite markedly.

As would be expected, the males rated in both years all of the work-related items higher than did the females who were more family oriented. Males showed a marked drop, however, in the value they placed on having lots of money (from 26 percent in 1972 to 18 percent in 1974), while females showed a sharp drop in the emphasis they placed on finding steady employment (from 74 to 60 percent).

Having leisure time and being a community leader were also rated very important by the men, somewhat more than by the women. Both sexes, though, placed even less value on community leadership in 1974 than they did in 1972 (a drop from 15 to 9 percent for males and from 8 to 4 percent for females).

Men and women rated all other items about equal in 1974. Two years earlier, however, substantially more women than men had placed high value on "working to correct social and economic inequalities," 31 versus 23 percent. By 1974, the women (18 percent) had changed their ameliorative goals quite markedly, bringing them in line with those of the men (17 percent).

The changes noted in this section (1972-74) no doubt reflected events associated with the particular stage in their lives at which we found these young people. However, these changes could also have reflected historical events of a political or economic

nature over the 2 years under investigation, which may have had effects on the total population and not just this age group. Unfortunately, it is not always

possible even in longitudinal studies to sort out such factors; a more detailed analysis of these data, though, could throw additional light on the subject.

Table 9.—Life goals in 1972 and 1974, by sex

Life goals	Males		Females		All persons	
	1972	1974	1972	1974	1972	1974
Percent rated "very important"*						
Being successful in my line of work	86	81	83	75	84	78
Being able to find steady work	82	75	74	60	78	67
Having lots of money	26	18	10	9	18	13
Being a leader in my community	15	9	8	4	12	6
Having leisure time to enjoy my own interests	**	61	**	55	**	58
Finding the right person to marry and having a happy family life	79	83	85	87	82	85
Living close to parents and relatives	7	8	9	12	8	10
Having strong relationships	80	77	78	75	79	76
Being able to give my children better opportunities than I've had	67	60	67	62	67	61
Working to correct social and economic inequalities	23	17	31	18	27	17
Getting away from this area of the country	14	8	15	7	15	8
Having a good education	**	57	**	59	**	58

*The number of respondents upon which the percentages in this table are based varies from 9,307 for males and 9,924 for females (1974 figures, and from 6,978 to 7,034 for males and 7,204 to 7,260 for females (1972 figures).

**Item did not appear in the base-year Student Questionnaire.

SURVEY ERROR

All percentages presented throughout the report are weighted population estimates. An unadjusted weight for each of the selected students was calculated as a reciprocal of the school sample inclusion probability times the ratio of the number of seniors in a school divided by the number of sampled students in the school. The sum of the unadjusted student weights is then an estimate of the total number of 1972 high school seniors in the population.

A weighting-class procedure was used to adjust the student weights for questionnaire nonresponse. The adjustment involves partitioning the entire student sample of respondents and nonrespondents into weighting classes. In an attempt to achieve some degree of homogeneity, students were grouped with respect to the following survey classification variables: race, sex, high school curriculum, high school grades, and parents' education. Thus, any differential response rates for students in each of the weighting classes are reflected in this adjustment.

The percentages in this report are estimates derived from a sample survey. Two types of errors are possible in such estimates—sampling and nonsampling. Sampling errors occur because observations are made only on a sample, not on the entire population. Nonsampling errors can be attributed to many sources—inability to obtain information about all cases in the sample, definitional difficulties, differences in the interpretation of questions, respondents' inability or unwillingness to provide correct information, mistakes in recording or coding data, and other errors of collection, response, processing, coverage, and estimation for missing data. Nonsampling errors also occur in complete censuses. The accuracy of a survey result is determined by the joint effects of sampling and nonsampling errors.

The standard error of an estimated percentage is a measure of the reliability of the estimate. It reflects

the precision with which an estimate from a particular sample approximates the average result of all possible samples, which could be chosen according to a particular sampling scheme. The sample percentage and an estimate of its standard error permit one to construct interval estimates with a prescribed confidence that the interval includes the average result of all possible samples. Let us assume that all possible samples were selected in such a way that each one of them was surveyed under essentially the same conditions. Then if a sample percentage and its estimated standard error are calculated for each sample,

- approximately two-thirds of the intervals from one standard error below the estimate to one standard above the estimate will include the average value of all possible samples.
- approximately 95 percent of the intervals from two standard errors below the estimates to two standard errors above the estimate will include the average value of all possible samples.
- almost all intervals from three standard errors below the sample estimate to three standard errors above the sample estimate will include the average value of all possible samples.

Thus, for a particular sample, one can say with specified confidence that the average of all possible samples is included in the constructed interval.

Approximate standard errors of questionnaire percentages for various numbers of responses are given in table 10. They are averages of many such values calculated for First Follow-Up and Second Follow-Up Questionnaire items. These approximations depend upon the closeness of the actual distribution of the statistics to the normal distribution. The normal approximation of sample percentages is satisfactory except for small samples and extreme percentage values.

Table 10.—Generalized approximate standard errors (in percentage points)
of estimated percentages

Sample size of base of percentage	Estimated percentage										
	1 or 99	5 or 95	10 or 90	15 or 85	20 or 80	25 or 75	30 or 70	35 or 65	40 or 60	48 or 55	50
100	1.16	2.55	3.51	4.18	4.68	5.07	5.36	5.58	5.73	5.82	5.85
250	0.74	1.61	2.22	2.64	2.96	3.21	3.39	3.53	3.63	3.68	3.70
500	0.52	1.14	1.57	1.87	2.09	2.27	2.40	2.50	2.56	2.60	2.62
750	0.43	0.93	1.28	1.53	1.71	1.85	1.96	2.04	2.09	2.13	2.14
1000	0.37	0.81	1.11	1.32	1.48	1.60	1.70	1.77	1.81	1.84	1.85
1500	0.30	0.66	0.91	1.08	1.21	1.31	1.38	1.44	1.48	1.50	1.51
2000	0.26	0.57	0.79	0.93	1.05	1.13	1.20	1.25	1.28	1.30	1.31
2500	0.23	0.51	0.70	0.84	0.94	1.01	1.07	1.12	1.15	1.16	1.17
3000	0.21	0.47	0.64	0.76	0.85	0.93	0.98	1.02	1.05	1.06	1.07
4000	0.18	0.40	0.56	0.66	0.74	0.80	0.85	0.88	0.91	0.92	0.93
5000	0.16	0.36	0.50	0.59	0.66	0.72	0.76	0.79	0.81	0.82	0.83
6000	0.15	0.33	0.45	0.54	0.60	0.65	0.69	0.72	0.74	0.75	0.76
8000	0.13	0.29	0.39	0.47	0.52	0.57	0.60	0.62	0.64	0.65	0.65
10000	0.12	0.26	0.35	0.42	0.47	0.51	0.54	0.56	0.57	0.58	0.59
12000	0.11	0.23	0.32	0.38	0.43	0.46	0.49	0.51	0.52	0.53	0.53
16000	0.09	0.20	0.28	0.33	0.37	0.40	0.42	0.44	0.45	0.46	0.46
20000	0.08	0.18	0.25	0.30	0.33	0.36	0.38	0.39	0.41	0.41	0.41

APPENDIXES

- A. SPECIFICATION OF CLASSIFICATION
VARIABLES**
- B. REPRODUCTION OF SECOND
FOLLOW-UP QUESTIONNAIRE**

APPENDIX A

SPECIFICATION OF CLASSIFICATION VARIABLES

Six classification variables, used to define basic subpopulations of interest, are sex, high school program, race, geographical region, ability, and socioeconomic status. The second followup survey included an effort to collect basic classification information which had been reported as missing in prior NLS Capsule Descriptions. Significant reductions in missing data were achieved.

Sixteen sample members were omitted from sex group comparisons because of missing classification data. High school program is defined by three categories: general, academic, and vocational-technical (agricultural occupations, business or office occupations, distributive education, health occupations, home economics occupations, and trade or industrial occupations). The classification was based upon the student's own indication of his or her high school curricular program. If the student didn't provide this information, the School Record Information form, completed by the Survey administrator, was used as a backup source of data. Twenty-seven respondents could not be classified in this respect, and they were excluded from analyses involving high school program group comparisons. Ethnicity (the race variable) consisted of four categories: White, Black, Hispanic (i.e., Mexican-American or Chicano, Puerto Rican, and other Latin-American origin), and other (e.g., Oriental, American Indian, etc.). Ethnic codes were missing from 19 sample members. For purposes of these analyses, results were reported separately for Whites, Blacks, and Hispanics. The remaining category, a residual one, was too heterogeneous in ethnic mixture to allow for meaningful separate analyses and reporting. The Hispanic group was relatively small ($N = 901$) and posed sample-size problems for some of the analyses, but it was felt that this group was homogeneous enough to allow for useful analyses.

The NLS sample can be classified into one of four regions in which the respondent's high school was

located: Northeast, North Central, South, and West. There were no respondents with missing region codes. The States or districts in each of the regions are listed below:

- 1) Northeast (Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, and Pennsylvania).
- 2) North Central (Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, and Kansas).
- 3) South (Delaware, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida, Kentucky, Tennessee, Alabama, Mississippi, Arkansas, Louisiana, Oklahoma, and Texas).
- 4) West (Montana, Idaho, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada, Washington, Oregon, California, Alaska, and Hawaii).

The general academic ability index was derived from four base-year "Test Book" scores: vocabulary, reading, letter groups, and mathematics. Factor analysis of the test scores revealed a basis for constructing a composite score measuring general ability by forming an equally weighted linear composite of these four tests. Each test added to the composite was standardized to a mean of 50 and a standard deviation of 10. This summed continuous ability score was then classified into a high, middle, or low category depending upon whether the score was in the highest, middle two, or lowest quartile. The cutting points for defining these quartiles were based upon a weighted estimate of the test score composite standard deviation and the assumption that the weighted frequency distribution was normally distributed. However, because low socioeconomic students were oversampled and SES is correlated with ability, more than 25 percent of the sample members fell into the lowest quartile of the ability composite. The reason for this is that the weighted estimate of the quartile took into consideration that low SES (low ability) students were oversampled and gives an estimate of the population distribution parameters for the senior class of 1972.

However, since the sample was over-represented with low SES (low ability) members, it would be expected that more members of the sample itself would be in the lowest quartile. Finally, a substantial number of sample members (6,180) did not have test scores. Most of these sample members were from the "resurvey" group who did not originally participate during their senior year when testing was conducted in the schools.

Socioeconomic status (SES) is another derived index. The SES index was based upon a composite score involving five components: father's education, mother's education, parental income, father's occupation, and a household items index. Questions concerning these five components were asked in both the base-year Student Questionnaire and First Follow-Up Questionnaire. Valid responses to the appropriate questions were available. These components were first subjected to a factor analysis that revealed a common factor with approximately equal weights for each of the five components. Missing components were in-

puted by using the appropriate component mean of the subpopulation of which the respondent was a member. These subpopulations were defined by cross-classifying by race, high school program, and aptitude. An SES score was computed by averaging the available standardized components. This average was based upon both imputed and nonimputed components for some individuals. However, in order for an SES score to be computed, the respondent had to have at least two nonimputed components available. The continuous SES score was then assigned to a high, middle, or low category depending on whether it fell in the highest quartile, middle two quartiles, or lowest quartile. The cutting points for the quartiles were based upon the population SES distribution estimated using sample weights. Since schools located in low-income areas and schools with high proportions of minority group enrollments were oversampled, more than 25 percent of the sample members fell into the lowest quartile. There were 205 individuals who could not be classified by SES.

APPENDIX B.—REPRODUCTION OF SECOND FOLLOW-UP QUESTIONNAIRE

[The content of this form is obscured by a large black redaction box.]



Prepared for the
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
BY RESEARCH TRIANGLE INSTITUTE □ RESEARCH TRIANGLE PARK, NORTH CAROLINA
FALL 1974

National Center for Educational Statistics
Education Division
Department of Health, Education, and Welfare
Washington, D.C. 20202

DIRECTIONS

This questionnaire is divided into the following seven sections:

- A. General Information
- B. Education & Training
- C. Work Experience
- D. Family Status
- E. Military Service
- F. Activities and Opinions
- G. Background Information

Start by answering questions in Section A. You will need to answer the first question in each section, but you may not need to answer all the questions in every section. You may be able to skip most of some sections. We have designed the questionnaire with special instructions in red beside responses which allow you to skip one or more questions. Follow these instructions when they apply to you.

Read carefully each question you answer. It is important that you follow the directions for responding, which are

- (Circle one.)
- (Circle as many as apply.)
- (Circle one number on each line.)

Sometimes you are asked to fill in a blank—in these cases, simply write your response on the line provided. Where you are asked to circle a number, make a heavy circle. Here is an example:

Why did you leave high school?

(Circle one number on each line.)

	My Reasons	Not My Reasons
Graduated	1	2
Entered college	1	2
Went to work	1	2

When you complete this questionnaire, please return it to:

OPERATION FOLLOW-UP
Research Triangle Institute
Post Office Box 12034
Research Triangle Park, North Carolina 27709

A post-paid and pre-addressed envelope is enclosed for your convenience.

Section A: General Information

FACTS ABOUT YOU IN OCTOBER 1974

1. What were you doing the first week of October 1974?

(Circle as many as apply.)

- Working for pay at a full-time or part-time job 1
- Taking academic courses at a two- or four-year college 2
- Taking vocational or technical courses at any kind of school
or college (for example, vocational, trade, business, or
other career training school) 3
- On active duty in the Armed Forces (or service academy) 4
- Homemaker 5
- Temporary lay-off from work, looking for work, or waiting to
report to work 6
- Other (describe: _____) 7

2. How would you describe your living quarters as of the first week of October 1974?

(Circle one.)

- Private house, apartment, or mobile home 1
- Dormitory or apartment operated by a school or college 2
- Fraternity or sorority house 3
- Rooming or boarding house 4
- Military service barracks, on board ship, etc. 5
- Other (describe: _____) 6

3. With whom did you live as of the first week of October 1974?

(Circle one.)

- By myself 1
- With my parents 2
- With my husband or wife 3
- With parents and husband or wife 4
- With other relatives 5
- With person(s) not related to me 6

4. Which of the following best describes the location of the place where you lived in the first week of October 1974?

(Circle one.)

- In a rural or farming community 1
- In a small city or town of fewer than 50,000 people that is not a suburb of a larger place 2
- In a medium-sized city (50,000-100,000 people) 3
- In a suburb of a medium-sized city 4
- In a large city (100,000-500,000 people) 5
- In a suburb of a large city 6
- In a very large city (over 500,000 people) 7
- In a suburb of a very large city 8
- A military base or station 9

5. Is this the SAME city or community where you lived a year ago in October 1973?

- Yes 1 GO TO Q. 8
- No 2 GO TO Q. 6

6. How far is this from where you lived in October 1973?

(Circle one.)

- Less than 50 miles 1
- 50 to 99 miles 2
- 100 to 199 miles 3
- 200 to 499 miles 4
- 500 miles or more 5

7. What was the main reason you moved to the place where you live now?

(Circle one.)

- To find or take a job 1
- To go to school 2
- To follow my parents or spouse to a new location 3
- Other (specify) 4

8. How do you describe yourself?

(Circle one.)

- American Indian 1
- Black or Afro-American or Negro 2
- Mexican-American or Chicano 3
- Puerto Rican 4
- Other Latin-American origin 5
- Oriental or Asian-American 6
- White or Caucasian 7
- Other 8

Section B: Education & Training

This section asks information about your training and education. The emphasis is on your school experiences from October 1973 through October 1974. (Persons in the military service should also answer the questions in this section.)

SCHOOL ATTENDANCE FROM OCTOBER 1973 THROUGH OCTOBER 1974

9. From October 1973 through October 1974 were you enrolled in or did you take classes at any school like a college or university, service academy or school, business school, trade school, technical institute, vocational school, community college, and so forth?

No 1 GO TO Q. 58, p. 10

Yes 2 GO TO Q. 10 →

10. Did you attend school in the first week of October 1974?

No 1 GO TO Q. 32, p. 7

Yes 2 GO TO Q. 11

11. What is the exact name and location of the school you were attending in the first week of October 1974? (Please print and do not abbreviate.)

School Name: _____

City: _____ State: _____

12. What kind of school is this?

(Circle one.)

Vocational, trade, business,
or other career training
school 1
Junior or community
college (two-year) 2
Four-year college or univer-
sity 3
Other (describe: _____) 4

13. Were you attending this school as part of an Armed Forces training program?

Yes 1

No 2

14. When did you first attend this school? _____ (month) _____ (year)

15. Are you currently attending this school?

Yes 1

No 2 Date left: _____ (month) _____ (year)

16. During the first week of October 1974, were you classified by this school as a full-time student?

Yes 1

No 2

Don't know 3

17. During October 1974, about how many hours a week did your classes meet in the subjects or courses in which you were enrolled? Include time in lectures, shop, laboratories, etc.

_____ Hours per week

18. At that time how were you classified by your school?

(Circle one.)

- Freshman (First-year Student) 1
 Sophomore (Second-year Student) 2
 Junior (Third-year Student) 3
 Senior (Fourth-year Student) 4
 Special Student 5
 Other classification (specify: _____) 6
 My school doesn't classify students 7

19. As of the first week of October 1974, what was your actual or intended field of study or training area (for example, practical nurse, machinist, beautician, civil engineering, accounting, psychology, home economics, etc.)? Please name the specific field or area:

(Write in): _____

20. Please select below the category which best describes this field or area.

(Circle one.)

- Agriculture and Home Economics 1
 Business (accounting, marketing, personnel management, etc.) 2
 Office and Clerical (bookkeeping, stenography, general office, etc.) 3
 Computer Technology (keypunch operator, programming, computer operations, etc.) 4
 Education (elementary, special, physical, etc.) 5
 Engineering (civil, electrical, mechanical, etc.) 6
 Mechanical and Engineering Technology (automotive mechanic, machinist, construction, drafting, electronics, etc.) 7
 Humanities and Fine Arts (music, religion, English, etc.) 8
 Health Services (nursing, lab technician, occupational therapy, etc.) 9
 Public Services (law enforcement, food service, recreation, beautician, etc.) 10
 Physical Sciences and Mathematics (physics, geology, chemistry, etc.) 11
 Social Sciences (psychology, history, economics, sociology, etc.) 12
 Biological Sciences (zoology, physiology, anatomy, etc.) 13
 OTHER field or area (specify: _____) 14
 UNDECIDED 15

21. This (above) is:

- An ACADEMIC program (typically leads to a 4-or 5-year Bachelor's degree) 1
 A VOCATIONAL program (does not lead to a Bachelor's degree) 2

22. How long does it normally take one to complete this program of studies from beginning to end?

(Circle one.)

- Less than one year 0
 One year 1
 Two years 2
 Three years 3
 Four years 4
 More than 4 years 5

23. As of the first week of October 1974, what kind of certificate, license, diploma, or degree were you studying for?

(Circle as many as apply.)

(Year expect to complete.)

- None 1
 A certificate (specify in what:) 2
 A license (specify in what:) 3
 A two-year or three-year vocational degree or diploma 4
 A two-year academic degree 5
 A four-year or five-year college Bachelor's degree 6
 Other (specify:) 7

24. Was your field of study or training area in October 1974 the same as it was a year ago in October 1973?

(Circle one.)

- Yes 1 } GO TO Q. 26
 No, I hadn't decided upon a field or area a year ago 2 }
 No, I wasn't enrolled in school a year ago 3 GO TO Q. 28, next page
 No, I changed my field or area during the year 4 GO TO Q. 25

25. Listed below are some reasons why students change fields or training areas. What were the reasons in your situation?

(Circle one number on each line.)

- | | My
Reasons | NOT My
Reasons |
|--|---------------|-------------------|
| a. Courses more difficult than I expected | 1 | 2 |
| b. Met people with new ideas | 1 | 2 |
| c. Poor advice on original choice | 1 | 2 |
| d. Lack of information on jobs related to original choice | 1 | 2 |
| e. Content of courses different from what I expected | 1 | 2 |
| f. New information about other fields of study or training areas | 1 | 2 |
| g. Interest aroused by courses | 1 | 2 |
| h. More jobs available for graduates in the field I changed to | 1 | 2 |
| i. Better jobs available for graduates in the field I changed to | 1 | 2 |
| j. Other (specify:) | 1 | 2 |

26. Was the school you attended in the first week of October 1974 the SAME school you attended a year ago in October 1973?

- Yes 1 GO TO Q. 28, next page
 No, enrolled in different school in October 1973 2 GO TO Q. 27, next page

27. What were your reasons for changing schools?

(Circle one number on each line.)

	My Reasons	NOT My Reasons
a. My interest changed, and my former school did not offer the course of study I wanted	1	2
b. Wanted to attend a less expensive school	1	2
c. My grades were too low to continue at the former school	1	2
d. Wanted to be at a smaller school	1	2
e. Wanted to be at a larger school	1	2
f. Wanted to attend school closer to home	1	2
g. Wanted to attend a school farther away from home	1	2
h. Wanted to attend a school that would give me better career opportunities ..	1	2
i. Wanted to attend a more prestigious school	1	2
j. Wanted to attend a school where I could maximize my intellectual and personal development	1	2
k. More group or social activities of interest	1	2
l. Transferred from a two-year to a four-year school to continue my education	1	2
m. Other (specify: _____)	1	2

28. During October 1974, were you working on a job(s) at the SAME TIME that you were going to school ?

No 1 GO TO Q. 32, next page

Yes 2 GO TO Q. 29 →

29. At that time, how many hours per week did you normally work?

(Circle one.)

1-5 hours per week	1
6-10 hours per week	2
11-15 hours per week	3
16-20 hours per week	4
21-34 hours per week	5
35 or more hours per week	6

30. During October 1974, did you work for the school you were attending?

(Circle one.)

No	1
Yes, working for pay (only)	2
Yes, working off cost of tuition, housing or meals	3
Yes, both of the above	4

31. Did someone at the school (for example, a teacher, counselor, employment officer) help you find the job you had in October 1974?

Yes 1

No 2

ATTENDANCE AT OTHER SCHOOLS FROM OCTOBER 1973 TO OCTOBER 1974

32. Besides the schools you may already have reported in this section, did you enroll in or take classes at any **OTHER** schools from **October 1973 to October 1974**? (Again include schools like colleges and universities, service academies, business schools, trade schools, technical institutes, vocational schools, community colleges, and so forth.)

No.....1 *GO TO Q. 38, next page*
 Yes 2 *GO TO Q. 33*

33. What is the exact name and location of this school? Please print and do not abbreviate. (If you attended more than one (other) school, then give the one that you attended the longest.)

School Name: _____
 City: _____ State: _____

34. What kind of school is this?

(Circle one.)

Vocational, trade, business or other career training school.....1
 Junior or community college (two-year).....2
 Four-year college or university.....3
 Other (describe: _____).....4

- 35a. When did you first attend this school? _____ (month) _____ (year)

- 35b. Are you now attending this school?

Yes 1
 No.....2 Date left: _____ (month) _____ (year)

36. Did you withdraw from this school before you completed your studies?

(Circle one.)

No 1 *GO TO Q. 38, next page*
 Yes, but I have since returned to school.....2
 Yes, but I plan to return before October 1975.....3 *GO TO Q. 37*
 Yes, and I do not plan to return before October 1975.....4

37. What were your reasons for withdrawing?

(Circle one number on each line.)

	<u>My Reasons</u>	<u>NOT My Reasons</u>
a. Became ill.....	1	2
b. Had financial difficulties.....	1	2
c. Was offered a good job.....	1	2
d. Got married or planned to get married.....	1	2
e. School work was not relevant to the real world.....	1	2
f. Wanted to get practical experience.....	1	2
g. Failing or not doing as well as I wanted.....	1	2
h. Wasn't really sure what I wanted to do.....	1	2
i. Transferred to another school.....	1	2
j. Other (describe: _____).....	1	2

38. With regard to your education and training during the past year, how satisfied as a whole are you with the following?

(Circle one number on each line.)

	Very satisfied	Somewhat satisfied	Neutral or no opinion	Somewhat dissatisfied	Very dissatisfied
a. The ability, knowledge, and personal qualities of most teachers	1	2	3	4	5
b. The social life	1	2	3	4	5
c. Development of my work skills	1	2	3	4	5
d. My intellectual growth	1	2	3	4	5
e. Counseling or job placement	1	2	3	4	5
f. The buildings, library, equipment, etc.	1	2	3	4	5
g. Cultural activities, music, art, drama, etc.	1	2	3	4	5
h. The intellectual life of the school	1	2	3	4	5
i. Course curriculum	1	2	3	4	5

39. Which of the following best describes how well you have done in all of your coursework or program from October 1973 through October 1974? If your school(s) or program(s) do not use letter grades, please choose the letter grade that comes closest to describing your progress.

(Circle one.)

Mostly A	1
About half A and half B	2
Mostly B	3
About half B and half C	4
Mostly C	5
About half C and half D	6
Mostly D or below	7

40. Have you had a teacher or instructor during this period who knows you well enough to write you a letter of reference or give you a recommendation for a job or for attendance at another school?

Yes 1
No 2

41. Considering all of the schools you have attended since high school, do ANY of these schools or programs give credits which can be used for a 4-year college Bachelor's degree?

I don't know 1 } GO TO Q. 44, next page
No 2 }
Yes 3 GO TO Q. 42

42. Since leaving high school, about how many credits had you earned by October 1974?

(Write in.)

_____ Number of quarter hours
_____ Number of semester hours
_____ Number of other type of credits
(specify type: _____)

43. Have you taken advantage of any of the following opportunities to accelerate your college program?

(Circle as many as apply.)

Have NOT accelerated my program	1
Began college work before finishing high school	2
Took an advanced placement course which would allow me to finish sooner	3
Received credit for a course just by taking a special exam	4
Took course work during summer school	5
Took extra courses during the regular school term	6
Other (specify: _____)	7

SCHOOL FINANCES FROM FALL 1973 THROUGH SUMMER 1974

44. Considering just the 12-month period from Fall 1973 through Summer 1974, what is your estimate of how much it cost you to live and go to school? (If you were not in training or school during this time, check here ☐ and go to Q. 58, next page.)

Do not include costs after Summer 1974.

(Estimate the amount for each item. Write "none" where you had no expenses.)

Tuition and fees \$ _____
 Books and supplies \$ _____
 Transportation to and from class from where I live while attending school \$ _____
 Housing and meals \$ _____
 All other expenses: medical, dental expenses, debt payments, insurance, taxes, child care, etc. \$ _____
 HOW MUCH MONEY IS THIS IN TOTAL? \$ _____

45. How many months were you in school from Fall 1973 through Summer 1974? _____ (months)

46. Considering just the period from Fall 1973 through Summer 1974, did you receive any kind of scholarship, fellowship, or grant to go to school?

No 1 GO TO Q. 49

Yes 2 GO TO Q. 47 →

47. Check below which kind(s) of scholarship, fellowship, or grant you received. (✓)

- a) Basic Educational Opportunity Grant
 b) Supplemental Educational Opportunity Grant
 c) College scholarship or grant from college funds
 d) ROTC scholarship or stipend
 e) Nursing Scholarship Program
 f) Social Security Benefits (for students 18-22 who are children of disabled or deceased parents)
 g) Veteran's Administration War Orphans or Survivors Benefits Program
 h) Veterans Administration Direct Benefits (GI Bill)
 i) State scholarship
 j) Other scholarship or grant (write in: _____)

48. How much was the total dollar value of the scholarship(s), fellowship(s) or grant(s) you received for this period? \$ _____

49. Considering just the period from Fall 1973 through Summer 1974, did you receive a loan to go to school?

No 1 GO TO Q. 52, next page

Yes 2 GO TO Q. 50 →

50. Check below which kind(s) of loan you obtained. (✓)

- a) Federal Guaranteed Student Loan
 b) State Loan
 c) Regular bank loan
 d) National Defense (Direct) Student Loan
 e) Nursing Student Loan
 f) School or College Loan
 g) Relatives or friends
 h) Other loan (write in: _____)

51. How much was the total dollar value of the loan(s) you received for this period? \$ _____

52. Considering just the period from Fall 1973 through Summer 1974, did you receive financial assistance (not a loan) from any relatives or friends to go to school?

No 1 GO TO Q. 55

Yes 2 GO TO Q. 53 →

53. Check the sources below from which you received this financial assistance.

(✓)

- a) Parents
b) Husband or wife
c) Other family or friends

54. How much was the total dollar value of the financial assistance you received from family or friends for this period? \$ _____

55. Considering just the period from Fall 1973 through Summer 1974, did you pay any of the costs to go to school from money you had saved or earned?

No 1 GO TO Q. 58

Yes 2 GO TO Q. 56 →

56. Check below all that apply.

(✓)

- a) Own savings or summer earnings
b) College work-study programs
c) Other earnings while taking courses

57. How much was the total dollar value of your savings and earnings used during this period?

\$ _____

OTHER TRAINING

58. From October 1973 to October 1974, have you participated in any program such as on-the-job training, registered apprenticeships, manpower training programs, personal enrichment, or correspondence courses? Do not include regular school and college programs.

No 1 GO TO Q. 66, next page

Yes 2 GO TO Q. 59

59. What type of training program(s) or course(s) have you participated in?

(Circle as many as apply.)

- An Armed Forces training program 1
On-the-job training (a program of instruction during normal working hours) 2
Formal Registered Apprenticeship (your state or labor union) 3
Manpower Development and Training (MDTA) 4
Work Incentive (WIN) 5
Neighborhood Youth Corps (NYC) 6
Other manpower program (specify: _____) 7
Correspondence course(s) 8
Non-credit courses for personal enrichment 9
Other (specify: _____) 10

60. Were you being trained for some type of work?

No 1 GO TO Q. 62

Yes 2 GO TO Q. 61

61. What type of work were you being trained for or learning about? If you have participated in more than one program, answer for the one in which you spent the most time. (Examples: plumbing, typing, auto mechanic work, photography, sales, etc.)

(Write in): _____

62. How long does (or did) this program last?

(Circle one.)

Less than one month 1

One to five months 2

Six to eleven months 3

One year or more 4

63. Have you completed this program?

(Circle one.)

Yes 1

No, left without completing 2

No, still enrolled 3

64. Have you used this training on any job?

Yes 1

No 2

65. Which one of the following statements best describes the assistance you received (are receiving) from the program or training center in finding a job?

(Circle one.)

DOES NOT APPLY TO ME since my training was in the military or on-the-job 1

I did not want or did not need help from the center in finding a job 2

I wanted and needed help but did not receive any from the center 3

The center provided information on job openings in my field 4

The center put me directly in touch with possible employers or arranged a job for me 5

66. From October 1973 to October 1974, did you earn any certificate, license, diploma, or degree of any kind?

(Circle as many as apply.)

No 1

Yes, a certificate (specify in what: _____) 2

Yes, a license (specify in what: _____) 3

Yes, a two-year or three-year vocational degree or diploma 4

Yes; a two-year academic degree 5

Yes, a four-year or five-year college Bachelor's degree 6

Yes, other (specify: _____) 7

USING YOUR TRAINING SINCE LEAVING HIGH SCHOOL

67. Have you ever tried to find work on a job where you might use what you learned from any school or college you attended since leaving high school?

No, because have NOT attended any school or college since leaving high school 1

No, although I HAVE attended a school or college since leaving high school 2

Yes 3

SKIP TO SECTION C, p. 13

GO TO Q. 68

68. Did you try to find work for which you could use what you learned in school in the locality where you received your training?

No 1 GO TO Q. 70, next page

Yes 2 GO TO Q. 69, next page

69. What were your experiences in this locality (where you received your training) in trying to find work for which you could use your training?

(Circle one.)

- a. To be hired in this locality for this kind of work, does a person actually have to have the training?

Yes 1
No 2
Don't know 3

- b. Does a person have to have prior job experience doing this kind of work in order to get hired in this locality?

(Circle one.)

Yes 1
No 2
Don't know 3

- c. Do you think there are more people in this locality who can do this work than there are jobs for them, or are there more jobs than qualified people?

(Circle one.)

More people than jobs 1
More jobs than people 2
About the same 3
Don't know 4

- d. About how many companies in this area are there that hire people to do this kind of work?

(Circle one.)

None 0
Only one 1
A few 2
Many 3
Don't know 4

- e. Do most of the new people hired by companies in this area live or go to school here, or do they come into the area to take the jobs?

(Circle one.)

Mostly local people 1
Mostly from outside 2
About equal numbers 3
Don't know 4

70. Since leaving high school, have you tried to find work for which you could use your training somewhere other than in the locality where you received it, such as in another part of the state or another section of the country?

Yes 1
No 2

71. Did you find work for which you could use what you learned in school?

(Circle one.)

No 1 SKIP TO SECTION C, next page
Yes, in the locality where I received my training 2
Yes, somewhere else 3
Yes, both of the above 4

GO TO Q. 72 →

72. After receiving your training, how long did it take you to find this work?

(Circle one.)

Before I completed my training 1
Immediately, or within a few days 2
One to four weeks 3
One or two months 4
Three to six months 5
More than six months 6

73. How well did your training prepare you for this work?

(Circle one.)

Very well 1
Fairly well 2
Not well at all 3

Section C: Work Experience

In this section, we would like to find out about the jobs you may have held from October 1973 through October 1974. Include full-time jobs, part-time jobs, apprenticeships, on-the-job-training, military service and so on.

74. From October 1973 through October 1974, did you hold a job of any kind?

No 1 *GO TO Q. 91a, p. 15*

Yes 2 *GO TO Q. 75 →*

75. Were you working during the first week of October 1974?

No 1 *GO TO Q. 91a, p. 15*

Yes, full-time 2 *GO TO Q. 76*

Yes, part-time 3

76. Please describe below the job you held during the first week of October 1974. (If you held more than one job at that time, describe the one at which you worked the most hours.)

a. For whom did you work? (Name of company, business organization, or other employer)

(Write in): _____

b. What kind of business or industry was this? (For example, retail shoe store, restaurant, etc.)

(Write in): _____

c. What kind of job or occupation did you have in this business or industry? (For example, salesperson, waitress, secretary, etc.)

(Write in): _____

d. What were your most frequent activities or duties on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)

(Write in): _____

e. Were you:

(Circle one.)

An employee of a PRIVATE company, bank, business, school, or individual working for wages, salary, or commissions? 1

A GOVERNMENT employee (Federal, State, county, or local institution or school) 2

Self-employed in your OWN business, professional practice, or farm 3

Working WITHOUT PAY in family business or farm? 4

f. When did you start working at this job? _____ (month) _____ (year)

g. Are you currently working at this job?

Yes 1

No 2 Date left: _____ (month) _____ (year)

77. How many hours did you usually work at this job in an average week?

_____ Hours per week

78. In an average week, approximately how much did you earn at this job? (Report your gross earnings before deductions. If not paid by the week, please estimate.)

\$ _____ per week
(Earnings before deductions)

79. How satisfied were you with the following aspects of this job?

(Circle one number on each line.)

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
a. Pay and fringe benefits	1	2	3	4
b. Importance and challenge	1	2	3	4
c. Working conditions	1	2	3	4
d. Opportunity for promotion and advancement with this employer	1	2	3	4
e. Opportunity for promotion and advancement in this line of work	1	2	3	4
f. Opportunity to use past training and education	1	2	3	4
g. Security and permanence	1	2	3	4
h. Supervisor(s)	1	2	3	4
i. Opportunity for developing new skills	1	2	3	4
j. Job as a whole	1	2	3	4
k. The pride and respect I receive from my family and friends by being in this line of work	1	2	3	4

80. Not including on-the-job training, did you receive formal instruction to do this kind of work?

No 1 GO TO Q. 85, next page

Yes 2 GO TO Q. 81 → 81. Where did you receive this training?

(Circle as many as apply.)

- High school 1
- Vocational, trade, business, or other career training school 2
- Junior or community college 3
- Four-year college or university 4
- Military service 5
- Other (describe: _____) 6

82. What were your experiences while working on this job?

(Circle one number on each line.)

	My Experience	NOT My Experience
a. I have been able to apply most of what I learned in school	1	2
b. I would have liked more experience in my training before I started working	1	2
c. I received training different from the way it is done on the job	1	2
d. I was trained with tools or equipment not used on my job	1	2
e. I could have gotten my job without the training	1	2
f. I took coursework associated with my training which was not helpful in performing my job	1	2
g. Most of what I do on the job I learned to do in school	1	2
h. I consider myself doing as well as others with similar training	1	2
i. I consider going to school and getting the training a wise choice	1	2

83. Were you hired for this job because your employer knew you had been trained in a school or college to do this kind of work?

- Yes 1
- No 2
- Don't know 3

84. Did the school at which you received your training for this job refer you to this job?

- Yes 1
- No 2

85. Do you expect to be working in October 1975?

No 1 } GO TO Q. 88
 Don't know 2 }
 Yes 3 GO TO Q. 86 →

86. Do you plan to work for the SAME EMPLOYER?

Yes 1
 No 2
 Don't know 3

87. Do you plan to work at the SAME KIND OF WORK?

Yes 1
 No 2
 Don't know 3

88. Were you working at any OTHER job in the first week of October 1974 at the SAME TIME as you held the job you described above?

No 1 GO TO Q. 92, next page
 Yes 2 GO TO Q. 89

89. How many hours did you usually work at this other job in an average week? _____ Hours per week

90. In an average week, approximately how much did you earn at this job? (Report your gross earnings before deductions. If not paid by the week, please estimate.)

\$ _____ per week
 (Earnings before deductions)

91a. If you did NOT hold a job during the first week of October 1974, what were the reasons? (If you DID hold a job at that time, check here ☐ and go to Q. 92.)

(Circle one number on each line.)

	My Reasons	NOT MY Reasons
a. Did not want to work	1	2
b. On temporary layoff from work or waiting to report to work	1	2
c. Was full-time homemaker	1	2
d. Going to school	1	2
e. Not enough job openings available	1	2
f. Union restrictions	1	2
g. Would have required moving	1	2
h. Required work experience I did not have	1	2
i. Jobs available offered little opportunity for career development	1	2
j. Health problems or physical handicap	1	2
k. Could not arrange child care	1	2
l. Other family responsibilities (including pregnancy)	1	2
m. Waiting to enter or in Armed Forces	1	2
n. Not educationally qualified for types of work available	1	2
o. There were jobs but none where I could use my training	1	2

91b. Were you looking for work during the first week of October, 1974?

(Circle one.)

Yes, and did NOT work at any job during the period October 1973 to October 1974	1	} GOTO Q. 100b, p. 17
No, and did NOT work at any job during the period October 1973 to October 1974	2	
Yes, and DID work at a job during the period October 1973 to October 1974	3	} GOTO Q. 92, next page
No, and DID work at a job during the period October 1973 to October 1974	4	

92. Besides any jobs you may already have reported in this section, were you working at any OTHER job between October 1973 and October 1974?

No.....1 GO TO Q. 97, next page
Yes 2 GO TO Q. 93

93. Please describe below this other job (the most recent one during that period).

a. For whom did you work? (Name of company, business organization, or other employer)

(Write in): _____

b. What kind of business or industry was this? (For example, retail shoe store, restaurant, etc.)

(Write in): _____

c. What kind of job or occupation did you have in this business or industry? (For example, salesperson, waitress, secretary, etc.)

(Write in): _____

d. What were your most frequent activities or duties on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)

(Write in): _____

e. When did you start working at this job? _____ (month) _____ (year)

f. When did you leave this job? _____ (month) _____ (year)

94. How many hours did you usually work at this job in an average week?

_____ Hours per week

95. In an average week, approximately how much did you earn at this job? (Report your gross earnings before deductions. If not paid by the week, please estimate.)

\$ _____ per week
(Earnings before deductions)

96. How important were the following as reasons for your leaving this job?

(Circle one number on each line.)
Very Important Somewhat Important Not Important

- | | | | |
|---|---|---|---|
| a. Poor pay or fringe benefits | 1 | 2 | 3 |
| b. Lack of importance and challenge | 1 | 2 | 3 |
| c. Poor working conditions | 1 | 2 | 3 |
| d. Lack of opportunity for promotion and advancement with this employer | 1 | 2 | 3 |
| e. Lack of opportunity for promotion and advancement with this line of work | 1 | 2 | 3 |
| f. No or little opportunity to use past training and education | 1 | 2 | 3 |
| g. Lack of security or permanence | 1 | 2 | 3 |
| h. Dissatisfied with my supervisor(s) | 1 | 2 | 3 |
| i. Lack of opportunity for developing new skills | 1 | 2 | 3 |
| j. Unhappy with the job as a whole | 1 | 2 | 3 |
| k. Moved to another location | 1 | 2 | 3 |
| l. I was laid off or fired | 1 | 2 | 3 |
| m. Went back to school or college | 1 | 2 | 3 |
| n. Got married or had a baby | 1 | 2 | 3 |
| o. Left to obtain a better job | 1 | 2 | 3 |
| p. Other (specify: _____) | 1 | 2 | 3 |

97. During the entire 52-week period from October 1973 to October 1974, about how many weeks did you work altogether? (Count all weeks in which you did any work at all or were on paid vacation.)
 _____ Number of weeks
98. During the same 52-week period from October 1973 to October 1974, how many different employers did you work for altogether? (Count each employer only once, even if you had different jobs for the same employer.)
 _____ Number of employers
99. During the same 52-week period from October 1973 to October 1974, about how many weeks did you spend looking for work or on layoff from a job or waiting to report to a job?
 _____ Number of weeks

LOOKING FOR WORK

100a. Were you employed during the month of September 1974?

- Yes 1
 No 2

100b. Were you looking for work during the month of September 1974?

No 1 GO TO Q. 102

Yes 2 GO TO Q. 101 →

101. How long had you been looking for work as of the end of September 1974?

(Circle one.)

- Less than 2 weeks 1
 2-4 weeks 2
 5-9 weeks 3
 10 weeks or more 4

102. Would you be willing to move to another city or community for a job?

- Yes 1
 No 2

103. At any time from October 1973 through October 1974, were you looking for work or for a different job or employer?

- No 1 SKIP TO SECTION D, next page
 Yes 2 GO TO Q. 104

104. What methods were useful to you?

(Circle one number on each line.)

	Used and Obtained Job	Used But Did NOT Obtain Job	Did NOT Use
a. School or college placement service	1	2	3
b. Professional periodicals or organizations	1	2	3
c. Civil Service applications	1	2	3
d. Public employment service	1	2	3
e. Private employment agency	1	2	3
f. Community action or welfare groups	1	2	3
g. Newspaper, TV or radio ads	1	2	3
h. Direct application to employers	1	2	3
i. Registration with a union	1	2	3
j. Friends or relatives	1	2	3
k. Attendance at job fairs	1	2	3
l. Other (specify: _____)	1	2	3

Section D: Family Status

105. What was your marital status, as of the first week of October 1974?

(Circle one.)

- | | | |
|--|---|----------------------------------|
| Never married, but plan to be married within the next 12 months..... | 1 | } <i>GO TO Q. 110, next page</i> |
| Never married, and don't plan to be married within the next 12 months..... | 2 | |
| Divorced, widowed, separated..... | 3 | |
| Married..... | 4 | |
- GO TO Q. 106*

106. When were you first married? _____ (month) _____ (year)

107. As of October 1974, what was your husband or wife doing?

(Circle as many as apply.)

- Working for pay at a full-time or part-time job 1
- Taking academic courses at a two- or four-year college 2
- Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school) 3
- On active duty in the Armed Forces (or service academy) 4
- Homemaker 5
- Temporary lay-off from work, looking for work, or waiting to report to work 6
- Other (describe: _____) 7

108. Please describe below the job your husband or wife held during October 1974. (If your spouse was not working, check here ☐ and go to Q. 109.)

- a. For whom did he/she work? (Name of company, business, organization, or other employer)
(Write in): _____
- b. What kind of business or industry was this? (For example, retail store, manufacturer, state or city government, farming, etc.)
(Write in): _____
- c. What kind of job or occupation did he/she have in this business or industry? (For example, salesperson, supervisor, police officer, civil engineer, farmer, teacher)
(Write in): _____
- d. What were his/her most frequent activities or duties on this job? (For example, selling cars, keeping accounts, supervising others, operating machinery, finishing concrete, teaching grade school)
(Write in): _____

109. As of October 1974, what is the highest level of education that your husband or wife had attained?

(Circle one.)

- | | |
|--|---|
| Some high school, or less | 1 |
| Finished high school | 2 |
| Vocational, trade, or
business school | <div style="display: inline-block; vertical-align: middle;"> <div style="display: inline-block; vertical-align: middle; margin-right: 5px;">{</div> <div> Less than two years 3
 Two years or more 4 </div> </div> |
| College program | <div style="display: inline-block; vertical-align: middle;"> <div style="display: inline-block; vertical-align: middle; margin-right: 5px;">{</div> <div> Some college (including two-year degree) 5
 Finished college (four- or five-year degree) 6
 Master's degree or equivalent 7
 Ph.D., M.D., or equivalent 8 </div> </div> |

118. Which of the following items do you have the use of (a) as your own because you (or your spouse) have bought them or have been given them, or (b) because they belong to your parents, roommates, dormitory, apartment building, etc?

(Circle one number on each line.)

- | | Have As
My Own | Have But
Don't Own | Don't Have
Use Of |
|--|-------------------|-----------------------|----------------------|
| a. Daily newspaper | 1 | 2 | 3 |
| b. Dictionary | 1 | 2 | 3 |
| c. Encyclopedia or other reference books | 1 | 2 | 3 |
| d. Magazines | 1 | 2 | 3 |
| e. Record player | 1 | 2 | 3 |
| f. Tape recorder or cassette player | 1 | 2 | 3 |
| g. Color television | 1 | 2 | 3 |
| h. Typewriter | 1 | 2 | 3 |
| i. Electric dishwasher | 1 | 2 | 3 |
| j. Two or more cars or trucks that run | 1 | 2 | 3 |
| k. A specific place for study | 1 | 2 | 3 |

111. Not including yourself, how many persons were dependent upon YOU for more than one half of their financial support as of the first week of October 1974.

(Circle one.)

0.....1.....2.....3.....4 or more

112. As of the first week of October 1974, were you dependent upon your parents or any other friends or relatives for more than one half of your financial support?

Yes.....1

No 2

113. What is the best estimate of your income before taxes for ALL OF 1974? If you are married, include your spouse's income in the total, but do not include loans and gifts. Please make an entry on each line, either a dollar amount, or if you will receive no income from a source during 1974, write in the word "none".

Amount Will Receive

Source

Your own wages, salaries, commissions, and net income from a business or farm.....

5

Your spouse's (husband or wife) wages, salaries, commissions, and net income from a business or farm

8

All other income you and your spouse will receive (include interest, dividends, rental property income, public assistance, unemployment compensation, cash, gifts, scholarships, fellowships, etc.)

3

114. TOTAL INCOME YOU AND YOUR SPOUSE WILL RECEIVE 8

115. For the year of 1974, how satisfied as a whole have you been with the amount of money you have had to get along?

(Circle one.)

Very satisfied 1
 Somewhat satisfied 2
 Neutral or no opinion 3
 Somewhat dissatisfied 4
 Very dissatisfied 5

116. Not including home mortgages, did you owe money as of the first week of October 1974 for:

(Circle one number on each line.)

	None	Less than \$100	\$100 to \$499	\$500 to \$999	\$1000 to \$1999	More than \$2000
a. Education or training.....	0	1	2	3	4	5
b. Other debts (car, rent, appliances, medical bills, and so on).....	0	1	2	3	4	5

117. As of the first week of October 1974, how much money have you saved and plan to use for:

(Circle one number on each line.)

	None	Less than \$100	\$100 to \$499	\$500 to \$999	\$1000 to \$1999	More than \$2000
a. Education or training.....	0	1	2	3	4	5
b. General savings or other plans.....	0	1	2	3	4	5

118. As of the first week of October 1974, how many children did you have?

(Circle one.)

0...1...2...3...4...5 or more

119. How many brothers do you have?

(Circle one number on each line.)

a. Older brothers.....0.....1.....2.....3.....4.....5 or more
 b. Younger brothers.....0.....1.....2.....3.....4.....5 or more

120. How many sisters do you have?

(Circle one number on each line.)

a. Older sisters.....0.....1.....2.....3.....4.....5 or more
 b. Younger sisters.....0.....1.....2.....3.....4.....5 or more

Section E: Military Service

121. Since October 1973, have you served in the Armed Forces, or a Reserve or National Guard Unit?

(Circle one.)

No 1
 Yes, National Guard or Reserves but not active duty 2
 Yes, active duty 3

SKIP TO SECTION F, next page

GO TO Q. 122

122. In which branch of the Armed Forces did you serve? (Write in): _____

123. When did you begin active duty? _____ (month) _____ (year)

124. Have you received (or are you receiving) four or more weeks of specialized schooling while in the Armed Forces?

No 1 GO TO Q. 126

Yes 2 GO TO Q. 125

125. What is the name of the specialized schooling program in which you spent the longest period of time? Specify your military specialty code, or MOS. (Please print and do not abbreviate.)

Name of program: _____ MOS: _____

126. What is the highest pay grade and specialty rating you have held?

Pay grade: _____ Specialty rating: _____

127. Have you taken any courses while in the Armed Forces that:

(Circle one number on each line.)

	Yes	No
Prepared you for the high school equivalency test?	1	2
Prepared you for equivalency tests that can be taken for college credit?	1	2
Were college-sponsored courses which gave college credits?	1	2

128. Are you currently on active duty?

No (Date left: _____ month _____ year) 1

Yes 2

SKIP TO SECTION F, next page

GO TO Q. 129

129. How long do you expect to be on active duty in the Armed Forces?

(Circle one.)

For a two-year tour of duty only 1
 For a three- or four-year tour of duty 2
 For more than one enlistment, but less than a full career 3
 For a full career (20 years minimum) 4
 Have not decided 5

130. What do you plan to do when you get out of the Armed Forces?

(Circle one number on each line.)

	My Plans	NOT my Plans
Full-time or part-time work	1	2
College, either full-time or part-time	1	2
Technical, vocational, or business or career training school, either full-time or part-time	1	2
Registered apprenticeship or on-the-job training program	1	2
Retire	1	2
Undecided	1	2
Other (specify: _____)	1	2

Section F: Activities and Opinions

131. To what extent have you voluntarily participated in the following groups during the year October 1973 through October 1974? (By voluntarily, we mean you are not an employee of the group; by active participant, we mean that you attend the meetings or events; by member only, we mean that you are on a mailing or telephone list so that you are kept informed of meetings and events.)

(Circle one number on each line.)

	Active Participant	Member Only	Not At All
a. Youth organizations—such as Little League coach, scouting, etc.	1	2	3
b. Union, farm, trade or professional association	1	2	3
c. Political clubs or organizations	1	2	3
d. Church or church-related activities (not counting worship services)	1	2	3
e. Community centers, neighborhood improvement, or social-action associations or groups	1	2	3
f. Organized volunteer work—such as in a hospital	1	2	3
g. A social, hobby, garden, or card playing group	1	2	3
h. Sport teams or sport clubs	1	2	3
i. A literary, art, discussion, music, or study group	1	2	3
j. Educational organizations—such as PTA or an academic group	1	2	3
k. Service organizations—such as Rotary, Junior Chamber of Commerce, Veterans, etc.	1	2	3
l. A student government, newspaper, journal, or annual staff	1	2	3
m. Another voluntary group in which I participate	1	2	3

132. How do you feel about each of the following statements?

(Circle one number on each line.)

	Agree Strongly	Agree	Disagree	Disagree Strongly	No Opinion
a. I take a positive attitude toward myself	1	2	3	4	5
b. Good luck is more important than hard work for success	1	2	3	4	5
c. I feel I am a person of worth, on an equal plane with others	1	2	3	4	5
d. I am able to do things as well as most other people	1	2	3	4	5
e. Every time I try to get ahead, something or somebody stops me	1	2	3	4	5
f. Planning only makes a person unhappy since plans hardly ever work out anyway	1	2	3	4	5
g. People who accept their condition in life are happier than those who try to change things	1	2	3	4	5
h. On the whole, I'm satisfied with myself	1	2	3	4	5

133. What ways do you assure yourself of a good buy for your money?

(Circle one number on each line.)

	Regularly	Sometimes	Never
a. I compare prices and label information of similar products or services	1	2	3
b. I return merchandise that is unsatisfactory to the store where I bought it	1	2	3
c. I rely on brands or companies I know well even if they cost more	1	2	3
d. I follow leads in articles from <u>Consumer Reports</u> , <u>Changing Times</u> , or other such magazines	1	2	3
e. I check a company's reputation with the Better Business Bureau or consumer protection agency before agreeing to an expensive service or repair	1	2	3
f. I write to the manufacturer about the quality of the product if I'm unsatisfied	1	2	3

134. Generally speaking, how worthwhile are the following activities?

(Circle one number on each line.)

	Very Worthwhile	Somewhat Worthwhile	Not Worthwhile
a. Voting in local elections	1	2	3
b. Writing or talking to your representatives in the government	1	2	3
c. Voting when you are pretty sure your party won't win	1	2	3
d. Attending city council or county commission meetings	1	2	3
e. Signing petitions to change the way things are in your locality, state, or the whole nation	1	2	3
f. Working to register new voters	1	2	3
g. Becoming an active member of a political party	1	2	3

135. People often use the term "quality of life" to mean different things. How well does each of the following statements express what "quality of life" means to YOU?

(Circle one number on each line.)

	Exactly	Extremely Well	Very Well	Fairly Well	Not Very Well
a. Having enough money—to buy sufficient food, to dress as needed, and to have adequate shelter	1	2	3	4	5
b. Having healthful living patterns—eating a balanced diet, getting plenty of exercise and regular sleep	1	2	3	4	5
c. Living where the air is clean, the water is fresh, and where people really try to protect their natural resources	1	2	3	4	5
d. Having time and money for some of the "extras" of life—vacations, hobby time and equipment, entertainment opportunities	1	2	3	4	5
e. Feeling free—not tied down by many personal or work responsibilities	1	2	3	4	5
f. Feeling personally safe from violence, injustice, or fraud	1	2	3	4	5
g. Having a chance to do the kind of work I really want to do in life	1	2	3	4	5
h. Having sustained personal relationships—loving and being loved	1	2	3	4	5
i. Living a life of honesty and moral integrity—doing what I think is right to do	1	2	3	4	5
j. Having the opportunity to read, think and discuss important questions about life values, etc.	1	2	3	4	5
k. Having the chance to get a good education	1	2	3	4	5

136. The following questions ask about your political participation.

(Circle one number on each line.)

Frequently Sometimes Never

- a. When you talk with your friends, do you ever talk about public problems—that is, what's happening in the country or in your community? 1.....2.....3
- b. Do you ever talk about public problems with any of the following people?
- Your family 1.....2.....3
- People where you work 1.....2.....3
- Community leaders, such as club or church leaders 1.....2.....3
- c. Do you ever talk about public problems with elected government officials or people in politics, such as Democratic or Republican leaders? 1.....2.....3
- d. Have you ever talked to people to try to get them to vote for or against any candidate? 1.....2.....3
- e. Have you ever given any money or bought tickets to help someone who was trying to win an election? 1.....2.....3
- f. Have you ever gone to any political meetings, rallies, barbecues, fish fries, or things like that in connection with an election? 1.....2.....3
- g. Have you ever done any work to help a candidate in his campaign? 1.....2.....3
- h. Have you ever held an office in a political party or been elected to a government job? 1.....2.....3

137. Are you registered to vote?

Yes 1

No 2

138. Prior to October 1974, did you ever vote in a local, state, or national election?

Yes 1

No 2

OPINIONS ABOUT YOUR FUTURE

139. What do you expect to be doing in October 1975?

(Circle as many as apply.)

- Working for pay at a full-time or part-time job 1
- Taking academic courses at a two- or four-year college 2
- Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school) 3
- On active duty in the Armed Forces (or service academy) 4
- Homemaker 5
- Other (describe:) 6

140. As things stand now, how far in school do you think you actually will get?

(Circle one.)

- High school only 1
- Vocational, trade, or business school { Less than two years 2
- Two years or more 3
- College program { Some college (including two-year degree) 4
- Finished college (four- or five-year degree) 5
- Master's degree or equivalent 6
- Ph.D., M.D., or equivalent 7

141. How important is each of the following factors in determining the kind of work you plan to be doing for most of your life?

(Circle one number on each line.)

	Very Important	Somewhat Important	Not Important
a. Previous work experience in the area	1	2	3
b. Relative or friend in the same line of work	1	2	3
c. Job openings available in the occupation	1	2	3
d. Work matches a hobby interest of mine	1	2	3
e. Good income to start or within a few years	1	2	3
f. Job security and permanence	1	2	3
g. Work that seems important and interesting to me	1	2	3
h. Freedom to make my own decisions	1	2	3
i. Opportunity for promotion and advancement in the long run	1	2	3
j. Meeting and working with sociable, friendly people	1	2	3

142. What kind of work will you be doing when you are 30 years old? (Circle the one that comes closest to what you expect to be doing.)

(Circle one.)

a. CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent	1
b. CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter	2
c. FARMER, FARM MANAGER	3
d. HOMEMAKER OR HOUSEWIFE ONLY	4
e. LABORER such as construction worker, car washer, sanitary worker, farm laborer	5
f. MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official	6
g. MILITARY such as career officer, enlisted man or woman in the Armed Forces	7
h. OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus, or truck driver, gas station attendant	8
i. PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including public school teacher	9
j. PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher	10
k. PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner	11
l. PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter	12
m. SALES such as salesperson, advertising or insurance agent, real estate broker	13
n. SCHOOL TEACHER such as elementary or secondary	14
o. SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter	15
p. TECHNICAL such as draftsman, medical or dental technician, computer programmer	16
q. NOT WORKING	17

143. Do you think you will need more education or schooling than what you have at present in order to obtain this kind of work or to advance as you would like in your job or career?

No	1	GO TO Q. 145, next page
Yes	2	GO TO Q. 144, next page
Don't know	3	

144. If you wanted to get additional education, would any of the following be reasons why you could not do so?

(Circle one number on each line.)

	<u>My Reason</u>	<u>NOT My Reason</u>
a. I probably couldn't afford it	1	2
b. I wouldn't be qualified (low grades, test scores, etc.)	1	2
c. No school within commuting distance from my home	1	2
d. I wouldn't have the time to do it	1	2
e. I probably couldn't get released from my job to do it	1	2
f. I wouldn't be sufficiently interested	1	2

145. Do you owe any money for an education or training loan for which your repayment schedule has begun?

No 1 GO TO Q. 148

Yes 2 GO TO Q. 146

146. When was your first payment due?

.....(month).....(year)

147. Are you having or have you had any difficulty in meeting payments?

No 1

Yes 2 (explain why:

148. How important is each of the following to you in your life?

(Circle one number on each line.)

	<u>Very Important</u>	<u>Somewhat Important</u>	<u>Not Important</u>
a. Being successful in my line of work	1	2	3
b. Finding the right person to marry and having a happy family life	1	2	3
c. Having lots of money	1	2	3
d. Having strong friendships	1	2	3
e. Being able to find steady work	1	2	3
f. Being a leader in my community	1	2	3
g. Being able to give my children better opportunities than I've had	1	2	3
h. Living close to parents and relatives	1	2	3
i. Getting away from this area of the country	1	2	3
j. Working to correct social and economic inequalities	1	2	3
k. Having leisure time to enjoy my own interests	1	2	3
l. Having a good education	1	2	3

INFORMATION ABOUT THE PAST

149. When you were in high school, how good a student did your teachers usually expect you to be?

(Circle one.)

- One of the best students in my class 1
- Above the middle of my class 2
- In the middle of my class 3
- Just good enough to get by 4
- Expected me not to complete high school 5

150. When you were in the 1st, 6th, 9th, and 12th grades, about what percentage of the students in your class were white or Caucasian?

(Circle one number on each line.)

	None	1 to 10%	11 to 25%	26 to 50%	51 to 75%	76 to 90%	91 to 99%	All (100%)
a. In my 1st grade	0	1	2	3	4	5	6	7
b. In my 6th grade	0	1	2	3	4	5	6	7
c. In my 9th grade	0	1	2	3	4	5	6	7
d. In my 12th grade	0	1	2	3	4	5	6	7

151. When you were in high school, about how many of your teachers were white or Caucasian?

(Circle one.)

- None 0
- Some 1
- About half 2
- Most 3
- All 4

152. Were you ever "bussed" to school for the purpose of racially integrating or racially balancing the student body of the school?

(Circle as many as apply.)

- Yes, sometime during grades one through six 1
- Yes, sometime during grades seven through 12 2
- No, I never was bussed for this purpose 3

153. The following items give you a chance to rate yourself on the degree to which you possess one of each pair of traits. For ratings on this scale, 1-4 refers to the trait on the far left side while 5-8 refers to the trait on the far right side. Let's take an example to show what you are saying when you circle a number from 1-8.

Cheerful	Sad
① 2 3 4 5 6 7 8	

CIRCLE the ONE NUMBER that comes closest to saying how you would rate yourself.

- ① ... cheerful just about all the time.
 2 ... cheerful most of the time.
 3 ... often cheerful.
 4 ... more often cheerful than sad.
 5 ... more often sad than cheerful.
 6 ... often sad.
 7 ... sad most of the time.
 8 ... sad just about all the time.

(Circle one number on each line.)

- | | | |
|--|-----------------|--|
| <p>a. Inactive
I lack drive, energy, vitality; I tend to be passive, and am without strong interests.</p> | 1 2 3 4 5 6 7 8 | <p style="text-align: right;">Energetic
I have unlimited energy, high drive, vitality; I need to be constantly active and interested in many activities.</p> |
| <p>b. Understanding of Others
I am sympathetic about the feelings and problems of other persons; people come to me for advice when in trouble.</p> | 1 2 3 4 5 6 7 8 | <p style="text-align: right;">Not Understanding of Others
I am unaware of and uninterested in the feelings and problems of others; other persons do not come to me for advice.</p> |
| <p>c. Do Not Think Far Ahead
I act impulsively without thinking of the consequences and frequently I am caught short because I have not foreseen the outcomes.</p> | 1 2 3 4 5 6 7 8 | <p style="text-align: right;">Think Ahead
I consider future possibilities and outcomes of my decisions before acting.</p> |
| <p>d. Self-Concerned
I talk a lot about myself, think more about myself and what I want than about other people. I frequently am unaware of the rights and needs of other people.</p> | 1 2 3 4 5 6 7 8 | <p style="text-align: right;">Other-Concerned
I think of others and what they want; try to consider others' points of view; can compromise or adjust to demands of others.</p> |
| <p>e. Enthusiastic
I am interested and excited about new events; get involved in activities easily and have strong interests.</p> | 1 2 3 4 5 6 7 8 | <p style="text-align: right;">Unenthusiastic
I do not get deeply involved or excited; I am mild; not much excites me.</p> |
| <p>f. Practical
I have good judgment and common sense; I make practical and appropriate comments and decisions.</p> | 1 2 3 4 5 6 7 8 | <p style="text-align: right;">Impractical
I make impractical, inappropriate suggestions that don't consider all aspects of a problem.</p> |
| <p>g. Vague Thinking
My thinking is vague, illogical, indefinite.</p> | 1 2 3 4 5 6 7 8 | <p style="text-align: right;">Clear Thinking
My thinking is clear, precise, and logical.</p> |
| <p>h. Personally Warm
I tend to be sincere, friendly, emotionally responsive, sympathetic to others, affectionate, and enjoy other people.</p> | 1 2 3 4 5 6 7 8 | <p style="text-align: right;">Personally Cold
I tend to be distant, aloof, austere, and undemonstrative with others; I do not like to express affection or feelings and am more comfortable in impersonal situations.</p> |
| <p>i. Ambitious
I set high goals for myself and am dissatisfied when I do not accomplish all of them. When I finish one thing, I begin another right away.</p> | 1 2 3 4 5 6 7 8 | <p style="text-align: right;">Unambitious
I am unambitious and am easily satisfied with what I can accomplish.</p> |

Section G: Background Information

Please PRINT your name, address, and the telephone number where you can most usually be reached during the coming year.

YOUR NAME: _____		TELEPHONE	
ADDRESS: _____		AREA CODE	NUMBER
CITY: _____			
STATE: _____		ZIP: _____	

Please PRINT the name, address and telephone number of your parents.

YOUR PARENTS' NAME: _____		TELEPHONE	
ADDRESS: _____		AREA CODE	NUMBER
CITY: _____			
STATE: _____		ZIP: _____	

Please PRINT the names and address of two other people who will know where to get in touch with you during the coming year. (List no more than one person who now lives with you.)

NAME: _____		TELEPHONE	
ADDRESS: _____		AREA CODE	NUMBER
CITY: _____			
STATE: _____		ZIP: _____	

NAME: _____		TELEPHONE	
ADDRESS: _____		AREA CODE	NUMBER
CITY: _____			
STATE: _____		ZIP: _____	

Please PRINT your spouse's full name (if you are married).

SPOUSE'S FULL NAME: _____

Please give the following information about yourself.

- (a) Date of birth _____ (month) _____ (day) _____ (year)
- (b) Sex: (Circle one.) Male 1
Female 2
- (c) Social Security No. _____
- (d) Driver's License No. _____ State _____
- (e) When did you complete this questionnaire? _____ (month) _____ (day) _____ (year)

THANK YOU FOR YOUR COOPERATION

THIS INFORMATION WILL BE KEPT IN STRICT CONFIDENCE AND WILL BE USED ONLY FOR FUTURE FOLLOW-UPS IN THE NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972